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MOUNTAIN HERALD

FEBRUARY--MARCH 1919



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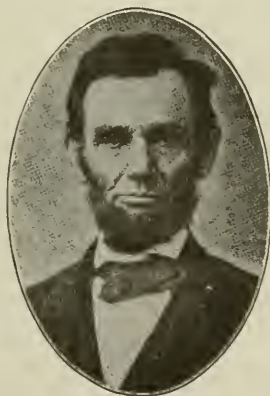
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"Right is Might."—Lincoln

LINCOLN: CITIZEN OF THE WORLD.

THE ADDRESS at our celebration of Lincoln's birthday was delivered by former State Superintendent, S. H. Thompson. Excerpts from his speech follow.

"Hardly in the history of mankind has it been the peculiar province of any one man to become known to all the world as the benefactor of his race, and to be so regarded within less than a century after his death. Abraham, Rameses, Moses, Socrates, Caesar, Charlemagne, William the Conqueror, Shakespeare, Elizabeth, Napoleon, and Rhodes, each had their day and were great for some outstanding characteristic. Yet not one of these could be called so great as to be denominated, Citizen of the World. Abraham Lincoln was more quoted in Europe during the world war than any one else. There is no phase of humanity to which this great American did not respond with all the forces of his comprehensive being and in a manner to make him justly a citizen of the world. Only the other day the King of England greeted the President of the United States with the words: 'I welcome you to the land of your ancestors and those of Washington and Lincoln.'"

VISION

Lincoln was first of all a man of vision. "Where there is no vision the people perish." Greatness makes way for itself like a presence. There is no way of accounting for greatness unless you say it is of God Himself. In no wise can a man go beyond his vision either for himself or for others. Standing in the slave market at New Orleans Lincoln had a vision of human freedom and made a vow which he kept even with his own sacrifice. His vision was always that of the world and not that of any section or individual. In the summer of 1864 when he feared defeat at the following November election we find a memorandum in which he says: "Between the election and the fourth of March I must help my successor save the Union; for he can not do it after election day." On the gun-boat off Hampton Roads he said to the Vice-President of the Confederacy: "Let me write *Union* across the paper and I care not what else you write." His thoughts and visions were the thoughts and visions of the world whether it be in America, in Europe, in Asia, or in Africa. There is no limitation to his vision. Truly the scope of Lincoln's farsightedness was

universal; for to again refer to the words of Bonar-Law, the utterances of this man more than half a century ago have their place now in the greatest war the world has ever known.

CHARITY

St. Paul calls charity the greatest thing in the world. Lincoln was a constant believer in "charity toward all and malice toward none," and this high principle he practiced all his life. If a man owed him, Lincoln did not worry about it. If he gave legal advice he was slow to collect, and often never presented a bill at all. If he was done a personal injury he sought not to take revenge. He was hardly human in that respect, permitting too many attempted insults to go unavenged.

If there ever lived a purely kindly man it was Abraham Lincoln. He was at great effort to effect a suitable and agreeable exchange for a nephew of Alexander H. Stephens, Vice-President of the Confederacy. We find him writing a letter to a New England mother whose six sons were fighting for their country. He stops to show General Howard where a great school ought to be established for the education "of my people". It is said that he never gave an order to have a soldier executed. He had a pigeon-hole in his desk labeled "leg cases" containing courts-martial ordering men to be shot for running away in time of battle or desertion at other times and awaiting the President's signature which never came. He said a man was certainly worth more to his country living than dead even if his legs did go in the wrong direction at times.

Lincoln was most charitable toward those who opposed him, among whom was the Secretary of War, Edwin M. Stanton. Several years before Lincoln became President, he was associated with Stanton in a celebrated suit in Cincinnati. Stanton, cultured, educated, and refined, resented the coming of the uncouth, ungainly, Western lawyer into the case; and so remarked in such a way that Lincoln came to know about it. However, when Lincoln came to be President he chose Stanton for his great executive ability although Stanton actually laughed at the idea of Lincoln's being President, stating confidentially that he just came into the cabinet to save the country. The President issued an order one day to the Secretary of War which Mr. Stanton refused to exe-

cute, returning it by the bearer with the injunction to "tell the President he is a fool." The message was delivered whereupon Lincoln remarked in humorous way, "If Stanton says I am a fool it must be so; he is generally right."

Salmon P. Chase, disappointed candidate for the presidency, and Secretary of the Treasury in Lincoln's cabinet, was at first unkindly disposed, but Lincoln's patience, diplomacy, skill and broad knowledge of human nature brought all the cabinet around in strong support.

Perhaps Lincoln's greatest example of charity towards his fellows would have been shown in reconstruction days had he lived. Not once do we find on record a single unkind word of his concerning the South or those who fought on the side of the Confederacy. Always he was unswerving in the preservation of the Union, but never was he bitter or revengeful towards the Southern people as such. He cherished the thought of a reunited country, and almost with a prophet's eye he could see one country, one flag, one people.

This great world character cannot be properly presented unless we ascribe to him the comprehensive term of *genius*.

GENIUS

When Lincoln went to New York early in 1860 to speak before the Young Men's Club he was introduced to a large audience in Cooper Union by William Cullen Bryant, who on one occasion defined genius as the accomplishing of large ends by small means, or the doing of great work with few tools. Lincoln must have been such a man when you consider his great poverty, the narrow scope of his early environment, the limited schooling he had (less than a year, all told,) and the divers other difficulties that beset him on every hand. Patience, forbearance, endurance, application, sacrifice, never-ending labor, and above all, a sincere faith in and devotion to duty as he understood it, made of him a masterful man who can best be described by the use of one word *genius*.

Professor Arthur Gleason tells us that what is to save the world financially, morally, and intellectually must be a sort of modern faith as an expression of a belief in life lived joyously, actively, happily, an expression of democracy in its highest conception. He says further that democracy with all its striving has produced thus far only three men of genius: Mazzini, Lincoln and

Walt Whitman. But Gleason can not get away from faith and quotes Whitman as saying:

“Give me, give him or her I love this
quenchless faith.

It is a dream?

Nay, but the lack of it the dream,

And failing it life's lore and wealth a dream.”

So it would seem that democracy from which we hope so much, and about which there is never-ending talk comes from faith, and that all this makes of the believer a genius. Lincoln was a man of faith. Never in the darkest days did he doubt the outcome. From boyhood up he saw his own defeat in many things—never seems to have counted on anything else—but the triumph of principles he never doubted. He refused a second race for Congress because it would compromise a principle which he valued highly—a faith with himself.

In his race for the Senate against Judge Douglas, he at no time expected to be elected, but looked forward two years to the time when the principles he advocated would triumph at the polls, although he never associated himself as the crowned leader.

To the genius of Lincoln no man was better than another. There was no aristocracy of freedom with him any more than there was an aristocracy of genius. This faith that made of this remarkable man a genius was the faith in life that makes neither servant nor master of any, but that gives joy, peace, happiness, prosperity, ambition, desire to live, inclination to serve and to be served with an equality that removes from the human heart anything but the noblest. His was a genius that fed to the fullest every spiritual aspiration to which the human mind can hope to attain. And it was not an aristocracy of religion, either, but rather a democracy in which every man might think and act for himself in such way as led him toward the greatest freedom. The principles of humility, culture, ambition, desire, devotion, joy, pride, happiness, prosperity, were all included in his democracy, which was the outgrowth of that faith that produces those qualities.

When Lincoln came to the Presidency, the East considered him a sort of misfit—an ungainly misfit from the uncultured and uncouth great West. Literature and Universities left him out, i

would seem, although Bryant published his Cooper Union speech in full in his paper, *The Evening Post*; and gave strong editorial mention. But the effete East refused to accept him as a man of genius or learning. In the summer of 1865 a great memorial service was held in honor of those who fought for their country. At this memorial service James Russell Lowell, brilliant as a poet, diplomat, editor, statesman, and a man of letters, who earlier had not admired Lincoln, read the Commemoration Ode which he had composed for the occasion. In it we find these words relative to Lincoln:

“Such was he, our Martyr-Chief
Whom late the nation he had led,
With ashes on her head,
Wept with the passion of an angry grief;
Forgive me if from present things I turn
To speak what in my heart will beat and burn.
And hang my wreath on his world-honored urn.
Nature, they say, doth dote,
And cannot make a man
Save on some worn out plan.
Repeating us by rote;
For him her Old-World moulds aside she threw
And choosing sweet clay from the breast
Of the unexhausted West,
With stuff untainted shaped a hero new,
Wise, steadfast in the strength of God, and true.
How beautiful to see
Once more a shepherd of mankind indeed,
Who loved his charge, but never loved to lead;
One whose meek flock the people joyed to be,
Not lured by any cheat of birth,
But by his clear-grained human worth,
And brave old wisdom of sincerity!
So always firmly he:
He knew to bide his time,
And can his fame abide,
Still patient in his simple faith sublime,
Till the wise yeary decide.
Great captains, with their guns and drums,
Disturb our judgment for the hour,
But at last silence comes;
These all are gone, and standing like a tower,
Our children shall behold his fame,
The kindly-earnest, brave, foreseeing man,
Sagacious, patient, dreading praise, not blame,
New birth of our new soil, the first American.”

EXERCISES IN MEMORY OF WASHINGTON

THE OBSERVANCE of Washington's birthday at Lincoln Memorial, February 21, was marked by a fitting address by Dr. Charles Haven Myers, pastor of the First Congregational Church of Chattanooga, on the subject, "Opportunities for Leadership." Asserting that the world was being ushered into a new era which called for great leaders, he challenged the students to prepare for leadership in politics, in education, in the industrial world and in religion. Politics needs statesmen who will purify it; education needs careful and thorough readjustment; the industrial world is on the brink of a great upheaval; and religion has received a newer and deeper interpretation from the experiences of the soldiers who have looked into the face of battle. He arraigned some of the features of our present system of education, particularly the low salary of teachers and the summer vacation of three months. He closed with a tribute to Theodore Roosevelt, mentioning him with Washington and Lincoln, and he made an eloquent appeal for the students to help build in this period of transition a new nation which shall be the greatest of all the earth.

Professor Ford was the chairman of the meeting and in his introductory remarks he described the three periods in the life of our nation: Dependence, 1680; Independence, 1776; Interdependence, 1919. Professor Moore conducted the devotional exercises. Professor McFee rendered a vocal solo, and Miss Ada Niceley read an extract from Washington's Farewell Address.

WHAT WE SHOULD HAVE SEEN

THE PURPOSE of the present article is to tell what we should have seen if we had come to Lincoln Memorial University before it was Lincoln Memorial University, and Harrogate before it was Harrogate.

Our information is derived chiefly from Mrs. Mary Harbinson, of Cumberland Gap, General P. G. Fulkerson of Tazewell, Judge Morison of Cumberland Gap, Roosevelt's "Winning of the West," and Ramsey's "Annals of the State of Tennessee."

If we had been here in the year 1719 we should have seen an almost impenetrable forest, though about five miles away, beyond Powell's river, we should have seen a treeless prairie, later called the Barrens, where great herds of Buffalo grazed. We should have seen some Indians, who came by way of the present Dixie Highway, because the Indians on the Ohio river were so hostile that they found that way dangerous. Just below Cumberland Gap, where the pike turns from the old road, is a large boulder

called Indian Pock, where the Indians held their pow-wows and concealed themselves to fall upon passing settlers in later times.

Just below Middlesboro, on the Mingo Mountains, the Mingo Indians are said to have done the same.

In 1744 we should have seen some traces of courageous hunters who left marks on trees.

In 1748 Dr. Thomas Walker of Virginia, in company with a number of hunters passed by here, named Powell's river for an old general of his, and called the mountains the Cumberlands, after the Duke of Cumberland, who was at that time prime minister of England. Tracing the range toward the south-west, he came upon a remarkable depression in the chain and called it Cumberland Gap. The river to the west he called the Cumberland. The Indian name for the range was Wasioto. The river was called the Shawanee. On this trip, which lasted six months, one of his companions was bitten by a bear, three of the dogs were wounded by bears, one was killed by an elk, the horses were frequently bitten by rattlesnakes; once a bull-buffalo threatened the whole party. They killed 13 buffalos, 8 elks, 53 bears, 20 deer, 150 turkeys and some other game.

In 1773 Daniel Boone made the attempt to take his family into Kentucky. Before this no white woman had crossed the Cumberland mountains. Four or five families were with him and at Powell's Valley they were joined by forty hunters well armed. The whole formed a caravan of eighty persons. While passing a narrow defile October 5 they were startled by a terrific yell of Indians. The son of Boone was killed.

At that time there was a dispute between N. C. and Virginia. Kentucky was then Virginia and N. C. owned Tennessee. Virginia appointed Dr. Walker and N. C. appointed a Mr. Henderson to settle the dispute. Mr. Henderson ran a line far north of the present Kentucky and Tennessee line, and Dr. Walker ran a line, still known in law books as Dr. Walker's line, which passed right through what is now Avery Hall. For many years there was a dispute over these two lines. The true line between Kentucky and Tennessee was the line between two old grants issued by sovereigns of England, one known as the Virginia grant and the other as the Carolina grant. They commenced on the Atlantic ocean, and ran on 36 degrees 30 minutes to a point due west "on

the South Seas." This line was a bone of contention between the states of Virginia and North Carolina, and afterwards between Tennessee and Kentucky. It was finally settled by commissioners appointed by Virginia and Tennessee which met at the house of James Robinson near what is now known as the town of Shawanee.

We can only allude to the State of Franklin which, so far as we can learn, included the site of our University, as Claiborne County was at that time a part of Hawkins County.

In regard to the genealogy of the Wallin family, which was the first connected with the land where Lincoln Memorial University now stands, there are a few dates and names which have not been verified, but from the recollections of General Fulkerson and Mrs. Harbison the following account seems approximately the true one. Any facts in regard to the history of the family would be very gratefully received. In the eighteenth century or earlier a Huguenot, member of the Waldensian church, came to America on account of the unfriendliness of his Catholic neighbors. His name was Walden, but in this country became Wallen. His son, or perhaps grandson Elisha was known as the Pathfinder, and came through the Gap with Dr. Thomas Walker, prior to the time of Daniel Boone. He came down for three successive years, hunting and exploring, and it was for him that Wallen's Ridge and Wallen's Creek were named. Wallen's Ridge extends from South west Virginia to Chattanooga. Unfortunately, the lower end, near Chattanooga, is known as Wallen's Ridge. He lived and died in this country, fought in the Revolutionary war and made application for pension as a Revolutionary soldier. He owned all the land from Cumberland Gap to Powell's River. He perhaps built the first building on the present grounds of the University, and on the site of the present Conservatory. (We are not absolutely sure whether it was himself or his son Elisha who built this.) He died in 1807. After his death the property fell into the hands of his son John, who built a red brick house which was afterwards known as the Patterson place, and where Mrs. Houston Patterson now lives. Harrogate proper was conveyed to Hugh Graham, of Tazewell, and later Mrs. Cornelia Patterson of Philadelphia, and Ellen Patterson wife of Thomas Patterson of

Philadelphia, by will of Hugh Graham, got that part of the farm and conveyed it to the Harrogate land company.

It is of interest to know that Patterson, Graham, Fulkerson, Houston and Dickson were Irish Protestants, Emmet's soldiers, who in 1838 were forced to leave Ireland, and settled in Tazewell.

Wallen had three sons, Elisha, Elija and John. John married Jerusha Renfro, who was one of nine sisters, and born in 1787. He built a red brick house where Mrs. Houston Patterson now lives. He later sold this to Mr. James Patterson and this house stood till after the Civil war. It was afterward burned and replaced by a frame house where Mrs. Houston Patterson now lives.

Mrs. Harbison says,

"After my grandmother sold this house with the southern portion of the plantation, he built a frame house near the branch, where Mr. Eads now lives. Part of the house is the same that my grandfather built and part was built later."

They had seven children, Isaac, James, John, Mary, who was my mother, China, Lundy and Vardaman.

UNDER CAPTAIN HUFF

CAPTAIN DANIEL HUFF was born in Windsor County, Virginia. His father was accidentally killed by the slipping of a draw knife, and his widow with her daughters and this son came to Yocum settlement, where he met Mary Wallen, and they were married in the red brick house where Mr. John Wallen still lived. Captain Huff bought the shares of the other children, and with his wife's portion he had about eighteen hundred acres, twelve hundred toward Shawnee, and six hundred where Lincoln Memorial University now stands. As stated before, there was a small log cabin where Lincoln Memorial Conservatory now stands built by Elisha Wallen; whether the original Elisha, called the pathfinder, or a son of his we are not sure. Captain Huff was exceedingly fond of nature and never tired of watching the beautiful mountains and the sunrises from this situation. He added to the house, by building another cabin of two rooms, at some distance, and connecting the two parts by an upper story over the whole, making a sort of drive-way between the two parts, under the upper story. Beneath was a large cellar, and in front was a two story piazza. The house was built of hewn logs and plastered

with white plaster. Later it was weather-boarded on the outside and ceiled within, and was substantial and warm. It contained a large cistern, now filled up. The kitchen was entirely separate, and stood where the Conservatory tower now stands. By it stood a smoke-house and chicken-house. The crib and granary were a little north of where Mrs. Kirby now lives, and the blacksmith's shop was on the east side of the road south of the Conservatory, which connects the two ends of the loop of the pike. Captain Huff had about a hundred slaves, and their houses were for the most part on the side of the hill leading down to the present barn. They were one or two roomed cabins. These slaves were, some of them, very valuable. Captain Huff was offered \$1500 for Ann the dining room girl, and the same for Martha the weaver, but he refused to sell. In regard to one of the house servants, General Fulkerson tells the following story. " 'Mrs. Harbinson, when a half grown girl, was at home with her father, Captain Huff, in the house where the Conservatory now stands. I was staying with my uncle, James Patterson. Captain Huff had a negro girl named Mary, and Uncle a man named Beverly Granderson. He fell in love with Mary, and would ask me to write letters to her for him. I would write the letter, he would take it to her, she would get Sophie (Mrs. Harbinson), to read the letter to her and write the answer. She would give it to Beverly, and he would take it to me to read to him. Finally I said, 'Beverly, why do you write letters when you can talk to her?' He answered, 'Ham, you don't understand. A letter is a powerful sarchin thing on a woman's heart.' " In regard to this Beverly Granderson, an incident ought to be told to the credit of some of the slave owners. Some years prior to the Civil war a white man by the name of Rush was killed near Cumberland Gap. Ben was accused of the murder, but my uncle knew that he was not guilty, and spent between \$1200 and \$1500 to acquit Beverly of the charge. It was afterwards learned that he was killed by two Virginia slaves, whose owner sold them to the far south without telling where or to whom. He said that he had never intended that Beverly should hang, but they did not tell this till my uncle had spent all the large sum of money to save him.

Captain Huff had an old negro named Ben, and every child in

the country was afraid of him, and would take to the fields or woods if he was seen coming. He claimed that he used childrens' heads to make bow-wow soup of, and then would turn his eyelids inside out till his eyes looked like balls of fire.

Uncle Landy, the blacksmith, had his smithy on the rocky road south of the present Conservatory, by a tree still standing. His daughter, Mrs. Maria Robinson, lives in a house a few yards southeast of where Uncle Landy's log cabin stood. He sang well and could read enough to read his Bible, though not enough to read a newspaper, his daughter says. She says that just before his death he was reading the Bible, and she was wriggling about, annoying him. After a while she got her head through the chair-back and could not get it out. He did not look or speak angrily, but gently extricated her head, spanked her soundly, and set her back in the chair. He was given all the pay that he got on Saturday for his work, and accumulated some hundreds of dollars. Uncle Landy's wife, Aunt Jane, was a very fine nurse, and was in demand far and near. He has a grandson who is making a record as a sharp shooter, one of the best in his regiment.

Captain Huff kept a stage stand. A man named Dunn kept the line, which ran from Morristown, Tennessee, to Crab Orchard. The horses would go about fifteen miles, and then have a relay. Captain Huff boarded a driver and a relay of horses.

There were nine children, Elizabeth, Sarah, Mary, China Lundy, William Graham, Margaret, Soohia Rott, (Mrs. Harbison,) Daniel and Robert. The children used to believe that the Pinacle was chained in its place.

ABOVE AVERY IT WAS ALL FOREST

The first church about here was a Primitive Baptist church, at Arthur, called the Gap Creek Church. On one occasion one member of the congregation became very much excited, and shouted joyfully. She said, "If the roof wasn't on the church I could go to Heaven right now." A brother of General Fulkerson slipped out of church, climbed on the roof removed a board and called down, "It's off now, aunty, you can go to Heaven."

When General Fulkerson and Mrs. Harbison were children Captain Huff and Mr. Patterson organized a school which was held in a building below what is now Mr. Price's barn. They em-

ployed educated teachers, and guaranteed their salaries. They collected what they could from the other patrons of the school, but paid the rest themselves. General Fulkerson says "The last teacher was a fine scholar and a very affable man. He boarded with my uncle. One evening I had to go through his room. He told me to blow out the light and put the candle up the chimney. I did so and it came back lighted. I did it twice. Then when I got to the farther part of the room I heard a voice right before me saying, "You little devil, don't try to come through this door." He begged me not to tell my uncle about it. Later he went away and was arrested on a charge of bigamy, and it was found that he had five wives. Captain Huff said that if he could get hold of him he would wear him out with the threshing he gave him.

Later there was a school where Mr. Eads' house now stands, and General Fulkerson taught there.

Captain Huff was a heavy set man, very generous and hospitable. The house was famous for its house-parties, where groups of young people would come and stay a day or two at a time, and have dances and frolics. Captain Huff was quite rigid about the proprieties. Mrs. Harbison tells a story to illustrate this. "When I was about five years old," she says, "my grandmother, who lived where Mrs. Eads now does, came to see us, and wanted me to go home with her. She had ridden horseback, and had only the one grey horse. She said I could ride home back of her. My mother consented, and she started to put me on astride. My father objected and said I must ride sidewise. At that time people made linen thread. She had a large hank that she had made, and she tied me on with it, and we rode off, but when we got out of sight, to the old walnut tree where the pike branches off from the road, she took me off and put me on astride."

The white people and their slaves went to the same church, and even joined in the big basket meetings, where people would take bountiful supplies of food, and then have preaching.

MRS. HARBINSON SAYS

I was educated partly at Old Tazewell at the Female School, kept by an old lady. My brother at the time went to a boys' school there. Then I went to Rogersville, but was too homesick to

do anything. Then I went to Winston-Salem, N. C., a Moravian School, and loved it. I wanted to stay, but my father and mother needed me at home, as both were crippled. Dr. Harbinson was at that time practicing medicine at Maynardsville, and seemed a confirmed old bachelor. A common friend of himself and my father, a lawyer named Evans, said to him, "Why don't you marry? You haven't any one to leave your money to." He said, "I never have seen any one yet that I should care to marry." Mr. Evans said, "I should like to take you to Cumberland Gap, and show you the girls there." A little later he did bring Dr. Harbinson to my father's and said, "Now Sophie, I have brought you a beau, and I want you to be good to him." We became engaged, but were not planning to be married immediately, when the outbreak of the war changed conditions. Middlesboro, which was then not a town but a strip of farming country, was filled with Northern soldiers. My father was crippled, and my mother was dead. We had a large number of negroes, and it seemed probable that this would be fighting ground, so Dr. Harbinson begged to hasten the marriage that he might protect us. Three days later, when we were on our wedding trip, in Knoxville, my father, returning from a visit with some officers beyond the Gap, was thrown from the carriage, by a runaway horse, and killed. Some of our slaves ran away and joined the Northern army, some were sold, but as the pay was in Confederate money it was of no advantage to us.

SOCIETY NOTES FROM DAIRY ROW

UNDER the above heading the Exchange Editor of the Herald found many things of interest, but space being limited, we can reprint only one of the items. It reads as follows:

"Johanna Holstein called on May Rose Guernsey last Thursday afternoon. Light refreshments were served from 2 o'clock until 9 o'clock P. M., but the main feature of the evening was a silage chewing contest in which forty pounds of ensilage was consumed."

The above item will be all the more interesting to our readers owing to the fact that little "Red" Clover, who was eavesdropping, has reported the afternoon's conversation in detail. Red

may not be very polite, but he is truthful, and so we venture to print his notes, together with his own version of "the dames and their party."

"Gee, that Holstein girl is a fresh young thing, allus a chew-in gum and jest talks a blue streak. Talks like she'd never been to school much and hadn't never read nuthin 'cept Ring Lardner's and George Ade's stuff and sech likes. But my! O! say that Guernsey woman, she's as cam and dignified, and sort o' eddicated-like. Don't s'pose she reads anything, trashier 'n Scott 'n Emerson 'n mebbe a few of the President's chicest speeches, ye auto'r heerd em, they went at it jest like this:

M.—Good afternoon, Johanna. I'm delighted to have you call. I have want—

J.—Haddy. Yes, I have been thinkin' I'd c'mover ever sence you moved to our street, but some o' the neighbors said jest cause you give the most milk of any cow in the dairy that us common folks could't touch 'ye with a ten-foot pole, but now 'at I'm here I don't see 'at y'e're so stuck up.

M.—Why my dear young lady! Of course I'm proud of my record, but you must know that I do not go about boasting about —

J.—Oh, I reckon I c'n see't alright now, but we heerd the foreman say 'at you had cleared over \$80.00 in 1917 and he tho't your 1918 report'd show a hundred mebbe, an' then y'e know they kicked ol' Sidna Jersey right out o' here last week, tuck her house right away from her. Let the Butcher have her I reckon, any how he was here 'n I s'pose he paidem a dollar fir her they'us talkin' 'bout her four quarters 'n all, and we all tho't mebbe they'd give her place to some stuck up person like you all—oh 'scuse me—I mean to some 'ristocrat.

M.—Since you have mentioned it, my record for 1918 is better than for 1917, but of course it should be, and about old Mrs. Jersey, you need not feel sorry one bit for the Foreman has sent statements to her at various times and she paid no attention to them. Do you know that her house rent, janitor service and provisions cost the same as mine last year and that she didn't give half as much milk as I did?

J.—Yes, I blive I did hearem sayin' she wouldn' pay up n at

she moved here from Middlesboro cause she was in bad fer not payin' her bills but she was sure purty- and that thing that's tuck her place. Well y'e auto see'r—a shape like a barrel. An' her son 'at she brung along—great big hulk—I'd be ashamed to own him.

M.—Well you are such a linguist that—

J.—Seech a which?

M.—I say that you speak so rapidly—

J.—Oh yeah. (Chew)

M.—that I can hardly keep up with you but to finish about Mrs. Jersey, you said that she was beautiful—

J.—Purty, yeah, I should say!

M.—but you know that beauty is only skin deep. Well they skinned her and used her hide and beef to pay her over-due board bill—

J.—Well for the love o' sour milk!

M.—And as to only bringing a dollar, it is time you knew that four quarters make one beef as well as one dollar. Well she brought nearly seventy dollars, almost enough to pay for the one that took her place. The one you think is so homely and has the large son.

J.—Yeah, I'll say so.

M.—It will be well, my dear, for you to study the "Cow's Home Journal" or the "Pictorial Review" and get—

J.—Are they any thing like 'Me all Over Mabel' or—

M.—And get an idea of the latest styles in milk cows. They should be barrel-shaped. You know my stomach holds forty gallons—

J.—Forty gallons! Well for the love o' sour milk.

M.—Yes, you seem to be able to make 5 or 6 gallons or even 4 gallons of milk a day. I have to eat about 10 to 15 pounds of hay, about 40 or 50 pounds of silage and all the grain I can get besides about a half barrel of water. And now about the big hulk, as you called her son, he is rather large but the Foreman said he would bring \$15.00 and that the butcher would not give \$9.00 for the stringy little Jersey which was the son of od Mrs. Jersey.

This cereal story will be continued in our next number.

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BACCALAUREATE SERMON

THE BACCALAUREATE SERMON was preached by Dr. Thomas N. Ivey, Editor of the Christian Advocate, Nashville, Tenn. His text was: "James, a Servant of Jesus Christ" (*James I, i*).

I presume, my friends, it will be a long time before any one will be able to speak publicly without reference to the great tragedy of war because it has gripped the heart and mind of the people. Twenty years ago after the battle of Manila, a little waif the Philippines, was found on our national door-step wailing for admittance. We were dead set against imperialism, and so there was a slight family squabble about admitting the little waif.

About fifteen years after that there was a pistol shot which went to the heart of its victim and also to the heart of the world. The sound of that pistol wrought this world to a battle chorus. On one fine April morning we American people opened our newspapers to read that America had entered the war. At that time there was a ring of German steel from the Alps to Belgium. There was war here and war there, war above us in the air and war in the depths of the ocean. Our Columbia had become a beligerent in this war on the side of freedom. You can not glorify war, but you can justify it.

First, we wondered how we could have been living in such unpreparedness, and second, we went to the dictionary and rubbed out one word, the word *impossible*. For the American people there was no such word as impossible; and then we ran a ring of gold around another word, *service*. The long trail of smoke coming from the chimneys of our factories wrote *service* on

the sky. We found out that the person, young or old, who would help this republic must serve. Those who served stood high in the estimation of the people. The man who stood nearest the heart of the nation was not the senator or even the President, but was the plain farmer boy who donned the country's uniform and set sail across the ocean, willing to lay down his life in the service of his country. Whoever would become great in this country let him serve.

We went to war because Germany was encroaching on our national rights. But it was only a few weeks after we entered this war when the vision came to all that the United States was fighting for God and the freedom of the world. Many wondered at us, but we said, "No, we are servants, that is all and we are willing to serve until the human heart unshackled shall become a common sight in America." Then it was demonstrated that whatsoever nation would become great among you must be the serving nation. "Oh," it may be said, "that was a time of war." Let us see now whether this war was not a general principle in its explication, one taught by Christ ages ago.

Salome said to Christ: "I want you to have my two sons as prime ministers in the Kingdom you are going to set up." The others murmured saying, "They are not toting fair;" and then Christ found it was time to define the essence of greatness in the Kingdom of God.

"In the Kingdom which I am going to establish, the greatest is the man who would be willing to get down into the mire and muck of things and lift highest the humblest individual." Service not only makes the individual great. Wherever in this world you find greatness you find service.

This service should be universal. There are different circles of service. I may serve my neighbor without serving any one else. I can serve my country without serving the great eternal moral verities. Whenever we become a servant of Jesus Christ we occupy a circle of service which is as large as it can get; and we can not serve there unless we serve every good cause. This must be a service which burns in the human soul as a principle.

I would not have you think that service is merely charity, feeding the hungry and clothing the naked. The time has come when we must render not only the fringes of our possessions. We

have been playing on the borders too long. True service says, "Take that body of yours, that mind of yours, your millions of dollars as well as your five dollars and throw them all on the altar of service."

This service must be a military service. I do not mean in the municipal, state, or national, I mean in the moral realm. I mean that every man, woman and child must be a real soldier in the ranks of the Kingdom of God. God expects that every one shall function as a soldier charged with the work of beating down everything that opposes that Kingdom.

The greatest war began after man lost his first estate. Since that time there has been an universal war of right against wrong, of life against death. Are we fighting with the sword of the spirit? In this war we are to render service to the utmost, giving up home, business and life as did our soldiers.

Service is based on the greatest human emotion, love. This service does not merely fall into the hand of the recipient, but it goes higher and reaches the throne of God itself.

There is a wonderful set of chimes in Holland. The old bell-ringer would put on his wooden gloves and pound with all his might on the keys. The hearer in the tower would put his hands to his ears and cry, "Stop!" But the ringer kept on; for he knew the seeming discord in the tower would be music to the man down in the street. So it is in service. Sometimes our head aches and sometimes the heart aches. It is hard to bury ourselves in a little town and teach. But if it is for the purpose of bringing nearer the day of God just remember that, though it may seem discord to you, it is music to God and your fellowmen and you will hear that music some day.

I shall never forget the 11th of November, 1918. I trust it will be a red-letter day in the history of this republic of freedom. The armistice had been signed and all humanity was sending its paeon of thanksgiving to God. I remember the bright morning with its frost shining like diamonds. There were two stanzas I could not help repeating. One spoke of the dead who lay in Flanders fields between the poppies row on row; and I thought of the fathers and the mothers who would carry a grave in their hearts the rest of their lives. The other stanza ended: "We've seen the powers of darkness put to flight; we've seen the morning

break." It was a great morning. But we are going to have another morning when the blood-washed throngs assemble from the east, north, south and west. It is worth living for and dying for. On that day our reward shall be the feeling that we helped to make that day possible.

Remember this, my young friends, struggle, service, conquest are the watchwords, as much so in days of peace as in days of war. The nearer we can get to a human heart and the nearer we can lift it to a human heart and the nearer we can lift it to the throne of God, the greater we are.

RECONSTRUCTION PROBLEMS AND PERILS

DR. JOHN WESLEY HILL, of New York City, Chancellor of Lincoln Memorial University, spoke on "Problems and Perils of Reconstruction." Speaking of the relation of Lincoln to reconstruction, Dr. Hill said:

Lincoln stood, and still stands, as a living symbol of the truth that "right makes might," and of that justice which shall triumph over all phases and manifestations of tyranny. Standing thus, he is the beacon light of human progress and civilization. He pioneers the way toward the promised land of freedom, and standing before him we still catch his words of command, hear his calm, inspiring voice lifted above the perils and perplexities of the reconstruction period upon which the world is entering, quoting the words which he spoke among the sacred graves of the heroes of Gettysburg, "Let us highly resolve that these dead shall not have died in vain; and that this nation, under God, shall have a new birth of freedom."

It is more than a half century since he fell by the hand of an assassin, and still his logic for the right, his serene faith in God and man, are the surest weapons with which humanity fights its ancient foes! The words of Lincoln are living words, and are applicable to the living questions which are now up for settlement.

Regarding the question of Labor and Capital, he said in 1864, in reply to a committee representing the Workingmen's Association of New York: "The strongest bond of human sympathy, outside the family relation, should be one united all-working people; nor should this lead to a war on property or owners of prop-

erty. Property is the fruit of labor, it is desirable, it is a positive good to the world; that some should be rich shows that others may become rich, and hence is just encouragement to industry and enterprise. Let not him who is houseless pull down the house of another, but let him labor diligently that his own shall be free from violence when built." In this advice Abraham Lincoln recognized the mutual interest and, indeed, dependence of Labor and Capital, and embodied such sound philosophy in his views that it cannot be limited to time or place. It is applicable today to the labor situation, and if recognized and practised by employer and employee would result in strengthening the bond of amity which should unite them in the industrial development of the nation. It sounds a thunder-peal of warning to the lazy and indolent, to industrial jaw-smiths and trouble-makers, agitators who have no constructive program, but who in a frenzy of misguided zeal would overthrow the structure of stable government and crush to extinction the interests of those who most of all need the protection of law and the constancy of order, namely, the toilers of the land.

Speaking of government, in his first inaugural, he said: "Ours is a republican form of government. A majority held in restraint by constitutional checks and limitations, and always changing easily with deliberate changes of popular opinions and sentiments, is the only true sovereign of a free people." Over and against this republican form of government, with its sheltering arches of protection, beneath which the down-trodden of the world have sought and found safety, this government with the ballot box as its source of power, the school house its fortress of liberty, the church its safeguard of religion and the home its corner-stone of democracy, are arrayed, beneath the red flag, the forces of lawlessness and anarchy, treason and revolution. Whether these forces marshal in the name of socialism, syndicalism, I. W. W.-ism, anarchy or Bolshevism, they stand today for one and the same thing, namely, a deep-seated conspiracy against the sanctity of civilization.

Just now these various "isms" find their common denominator in Bolshevism, which, instinct with the basest passions of depraved human nature, maddened with lust for blood and gold, staggering in the intoxication of usurped power, has conjured a

saturnalia of crime in Russia, over which it is presiding with savage satisfaction.

Not content with the demoniacal ravages of this wild beast of anarchy, let loose in Russia, its murderers, intriguers and champions are now seeking by bribe of gold plundered from their fellow-countrymen, by promise of emolument and power to its votaries, and through a thousand lies and sophistries hidden in cunning and subtle propaganda, to spread their reign of arson, murder and animalism throughout the world, and thus to arouse the lawless, the discontented, the lazy, the shiftless, to a millennium of plunder and class hatred.

Such a barbaric outburst is as far removed from democracy as drunkenness is from sobriety, as anarchy is from order, as Lenine is from Lincoln, as hell is from heaven. While the Socialists of America are attempting to label this mongrel monstrosity "Democracy," in Russia Lenine and his followers lose no opportunity to repudiate the claim.

In the April issue of "The New Internationalist," an American Bolshevik publication, I quote from a long article by Lenine. He says: "The word 'democracy' cannot be scientifically applied to the Bolsheviks. Democracy is simply a shackle fastened upon the revolutionary nation preventing it from establishing boldly, freely and regardless of all obstacles, a new form of power, harbingers of the abolition of every form of authority." What a pandemonium of primordial passions, volcano of pent-up emotions, earthquake of lawless forces, and orgy of anarchy!

But let us pursue this quotation still further. Shortly after the Bolsheviks came into power Lenine defined the dictatorship of the proletariat as follows: "Just as one hundred and fifty thousand lordly land-owners under Czarism dominated the thirteen million Russian peasants, so two hundred thousand members of the Bolshevik party are imposing their proletariat will on these same peasants." This is Bolshevism in a nut-shell. The secret is out. In the pretended effort to escape autocracy the Bolsheviks have run clear around the circle and returned to the rule of Czarism. "As one hundred and fifty thousand lordly landowners ruled thirteen million peasants under Czarism, so I, Lenine, the proletariat czar, the Bolshevik kaiser, with an army of two hundred thousand Reds composed of Austrians, Lets, Chinese, a few Rus-

sians and one hundred thousand German prisoners ordered by the Kaiser to join the Bolshevik army, will rule these same ignorant, credulous, helpless, dependent peasants!"

Democracy derives its power from the people, as expressed in elections and popular assemblage. No such popular expression is possible in Russia. The voice of the people is strangled. Popular elections have been indefinitely postponed. Only Bolshevik papers are published. Elections among the Soviets are dictated by rifles and machine guns. A reign of terror has supplanted the reign of reason. The bomb has substituted the ballot box. Self-determination! There is no such thing as the rule of the people. It is to prevent this principle that the Bolsheviks are killing people by the thousands, murdering them by "selection"—teachers, ministers, business men, anyone who has an idea or a dollar—men, women and children—all who are obnoxious to the "new form of power" are destroyed by it.

Popular assemblage! They drove the delegates gathered for the Russian constituent assembly out of their place of meeting into the street. They shot down duly-elected delegates without compunction or restraint. Why? Because, selected by universal franchise, they would have framed a republican form of government, probably modeled after ours. This was obnoxious to the criminal hordes of Trotsky and Lenine, the thieves, cut-throats, murderers and jail-birds who constitute the hierarchy of this Bolshevik hell upon earth. And so they crushed the soul of democracy by shooting to extinction its first attempt at popular assembly, just as Liebknecht and his destroying angels in Germany announced that only over their dead bodies could a constituent assembly meet. Well, thank God, the assembly met.

It is apparent, then, that Bolshevism is not the rule of the mass but of the class. Gorky, the most radiant literary star in the Bolshevik constellation, although his is not the light of extreme radicalism, takes time in his magazine, "Novoya Zhism" to describe the practical workings of Bolshevism, and he has done a good job. He says, in the March issue of the magazine: "Lenine is one of the most remarkable men of the Socialist International. He possesses all the qualities of 'chief' including the absolute moral indifference which is often necessary for such a part. On occasion he does not lack a certain sentimentalism, but at the same

time he has no pity for the mass of the people, and he believes he has the right to make this terrible experiment on the Russian people. Weary of the war and very unhappy, these people have already paid for Lenine's 'experiments' with thousands and thousands of lives; but these atrocities never make Lenine hesitate, for he is the slave of dogma just as his partisans are his slaves. He does not know the people, but he does know from his books how to arouse the masses and how to excite their worst instincts. The working classes are to Lenine what minerals are to the metallurgist."

In another article Gorky resumes his analysis of "Lenine's methods." He says: "Intellectual Bolshevism might be of great value to the aspiring Russian soul, but practical Bolshevism of the anarchistic, communistic visionaries is a curse to Russia, particularly to the laboring class. The Soviets regard Russia as so much material for experiments. The Russian people is to them like the horse is to the bacteriologist, who injects the animal with the bacillus of typhus in order to produce the anti-toxine. It is with this kind of brutality and this form of disregard of consequences that the Soviets treat the Russian people, without giving the slightest thought to the probability that the tortured and half-starved creatures may die in the process."

Concluding, he says: "My own opinion is that the Soviets are undermining and destroying the working class of Russia."

"Destroying!" That is the word. Poor, crushed and agonizing Russia is in the condition of the old fellow who called upon an eminent surgeon for the diagnosis of a large growth on his head. After carefully examining the patient, the doctor said: "That is a wen. I must remove it at once." In the midst of the operation, however, the surgeon became confused and cut off the patient's head, leaving the "wen" on. That is Bolshevism. They have cut off the head of things in Russia, decapitated constituent assemblies, the rights of life, liberty and the pursuit of happiness, property, industrial efficiency, commerce, credit, courts, home, religion—everything beheaded, with only the noxious fungus, the bloody, insensate, idiotic, red "wen" of Bolshevism where the head should be.

And this is the ghoulish spectre that is haunting our shores, the enemy of organized labor, the armed foe of constitutional

government, the antagonist of religion, the destroyer of the home, as revealed in the prostituted condition of women under the licentious rule of Bolshevism in Russia, the mocking, scoffing blasphemer and defiler of every sacred idea and institution of Christian civilization. This conglomeration of the zoological instincts of anarchy, socialism, and the I. W. W., with no god on its banner, no patriotism in its political creed, defying all restraints of law, usurping as desire advances, licensed by inordinate greed, limitless in audacity, armed with torch and bomb, is already within our gates consorting with the restless and lawless of our own country in a criminal conspiracy to overthrow our government and plant upon its ruin the red flag of riot and revolution.

All hail to the mayor of Seattle, who in the face of this organized assault upon constitutional authority defied their threats of violence and destruction, setting high the standard of law and order, and declaring his purpose to maintain it though it were necessary to resort to martial law and with bayonets and guns uphold Seattle's honor! Would to God that rulers of his type were stationed at every post of civic responsibility throughout the land.

All hail to Uncle Sam, who has said in words translated into instantaneous action that America shall no longer be the recruiting ground of criminal refugees from the old world who come here to incite sedition and treason and organize anarchy!

Over and against such damnable doctrines of government let us once more set in letters of quenchless fire the words of Lincoln at Gettysburg, that "government of the people, by the people, and for the people may not perish from the earth."

THE SIGNS OF THE TIMES

THE LECTURE to the Christian Associations on Sunday evening was delivered by Dr. Wilbur E. Hammaker, Pastor of Trinity M. E. Church, Youngstown, Ohio. His subject was "What The Times are Teaching Thoughtful Observers," a topic suggested by Matt. 16. 3: "Can Ye Not Discern the Signs of the Times?"

These are the words of Jesus Christ. They express surprise and vexation. At times his soul could be roused to vexation, although his was a good nature. He was not gullibly guileless, no

mincer of words or of facts was the man who came out of Galilee. He was addressing an audience of Sadducees and Pharisees. They were temperamentally as far apart as the north is from the south. But politics of the hour had wiped out all differences; they could get together in opposition to Jesus Christ. They came to Jesus desiring an extraordinary credential. But Jesus never gratified idle curiosity. He said to them, "You look at the red sky in the eventide and you say, 'Clear weather tomorrow.' You can read the signs of the weather. Can you not read the signs of the times?"

God speaks in events. The crises of experience constitute clarion calls from the captain of our salvation. He will not speak in articulate voice to arrest our attention. Christ wants us to scan daily the life of our time, and we are to translate the everyday politics of institutions and nations in the light of the eternities. A prophet is a man who takes the goings-on of his nation, of his city, and applies the unfailing principles of everlasting righteousness. He is a forth-teller rather than a foreteller. The master yearns over us and covets for us the power to analyze and to relate the result to those truths taught by Him. He is profoundly concerned lest we sleep in the garden while tragedy stalks in the street. Tie up the experiences of to-day with the eternal verities. God's men are to give messages rather than discourses merely. Our concern is with the necessitous adjustments of life in New York and in Nashville rather than with a by-gone life in Jericho and in Jerusalem. We are here to consider the signs of the times.

Let us look at some failures revealed in the heat of the world war.

MATERIALISM

The world has been hugging to its heart for a great many years the philosophy of materialism. Germany led the way in this conception of life. But now Germany knows that materialism is unseparated. Who is so mean as to do homage to materialism now? But it is scarcely four years since Europe was drunk with the intoxicating glory of scientific achievements. America, too, was under the influence of the omnipotence of science. Germany stained her name for centuries to come because she embraced the doctrine of imperialism. The time was when Germany

was a votary of materialism and her name was not stained. Time was when theologians and scientists went to Germany to complete their education. All professions held it to be the hallmark of efficiency if they had spent a year or two in Germany. Only when Germany failed was the world able to see the disgusting condition of a nation given over to materialism. We scourged Germany for her orgy of materialism.

The second failure is that of scientific self-sufficiency in industry and education. Man was made for the eternal ages. He is more than a mere machine. He must take into his life sufficiency as well as efficiency. Life will be lost unless it be symmetrical. Education is one side of life. I rejoice that this school holds aloft the principle of morality enforced by true religion. The ruin which Germany has wrought may be easily traced to the defect in her educational system which was without the presence and the power of pure religion. The state and all its life must be subject to the eternal verities or that state must perish. Education that runs counter brings a nation to its ruin. Man can not live by bread alone. Where there is no vision the people perish.

The third failure is due to a false philosophy of life. Treitschke, Nietzsche and Bernhardt decried the service morality of the Man of Gallilee. Theirs was the doctrine of the superman: "God has made the strong to take what they want." The survival of the fittest is the clear evidence that the survival of the fittest is the law of whatever God there be." They did not realize that the spirit of arrogance spells damnation. The Gallilean gave to the world the final ideal of greatness when he said: "The greatest among you should be the servant of all." The nation that set out to do for the weakest what she could, without hope of reward, is the greatest. This ideal was resident in the heart of the nation, but someone called it forth. I make bold to say that that someone was Woodrow Wilson. I would say to you tonight that when American history is written fifty years from now Woodrow Wilson will stand as one of the three great Americans. Justice to whom justice is due. Wilson has summoned forth the ideal forces of a great nation. Despite the traducers of President Wilson I believe

he has stood in our national life since April 1917 for everything that the gospel of Christ stands for.

1. Reinstatement of human values. We are witnessing throughout the world revolt against selfishness and arrogance. Shall uprising against kings be only the destructions of a blind Sampson involving himself in the ruin? The intuitive uncrowning of kings is the grasping after the philosophy of the Man of Galilee. They are realizing that man is almost of supreme worth, that man is made the image of the divine. It is sad that many of the men who believe in the principles of the Man of Galilee do not believe in religion.

2. We have entered an era of brotherhood. In it we hear a strain that touches every heart in every land—Brotherhood. What a word! To what heights it can lead the world. In the days of the great war we lived in the glories of brotherhood, lived together in our Father's house. Hearts are hungry for it. The old world needs the spirit of human kindness. The world is heart-hungry. In a time of great flood men are given to the spirit of helpfulness. There they rise to the true meaning of brotherhood. The light of a whole life dies when love is done. Lust of power, of money can stamp out brotherhood. The time has come when all gains are losses if they arise out of treachery to brother man. Man is made for the struggle to make other lives better. He is not here for the survival of the fittest. He is here for the fitting of all to survive. He is here not to make gold, but to see to it that there is the golden rule.

3. The reenthronement of spiritual values and of vital faith. But some one says: "Hasn't the Corsican conquered Christ? Men and women in the death of their woe have cried out 'Where is God? Why does he not stop the carnage and the slaughter? We can't worship a God who is tranquil and serene and smiles in the blissful eternity of his life.'" Our God's heart has been broken by the woes of his children. Our God is one who manifested the throes of his spirit on Golgotha. The world turned to a God who is sympathetic. "Christ reigns in this strange darkened land, light kindles in the morning's eyes." God in this great war has been proclaiming mightily the truth that self-sacrifice is the basis of an abiding nation. I think God permitted the war because the law of God can not be forever disregarded with impunity. The

statesmen said: "We will not have this man of God to rule over us. We will disregard the principles of the Sermon on the Mount." God is not mocked. The law is inviolable. The law has not been broken; men have been broken. Cunning diplomacy has been mocked. Their futility and their weakness have been mocked. We are coming to realize that the great things of life are invisible. The great things of civilization are not laws and policemen, but love and justice issuing in civilizations. If we are to keep materialism down, if we are to keep up the spirit of brotherhood, the worth of man as man, we must undergird all life with the principles of the Man of Galilee and make men feel the worth of the heart of Christ.

It is war against the powers of sin. It means putting forth every ounce of energy. We have been marching as to war. There has been too much of that; it must be marching to war. We are going to Bolshevism or to an awful reversion to militarism. The salvation of the world depends on the undergirding of a true Christian faith. The churches are moving forward. They are raising great sums of money. We are saying to men: "We want your thousands, not your nickels." Best of all, all of these denominations are getting the spirit of cooperation. We are done with the narrow policy. We'll do away with competition. We can not do this unless our hearts are alive with the power of kindling love. Love has been abused and scoffed at as a weakling and tyro at times. Love has been driven forth into the waste and desert places. Love has ever been crowned with thorns. Nevertheless, love is the mightiest power in God's far-flung universe. "When the last lip is palsied and the last word is said, love shall reign immortal while the worlds lie dead."

COMMENCEMENT

THE Lincoln Memorial Commencement of 1919 presented a series of excellent programs beginning with the Baccalaureate Sermon on Sunday, May 4, and ending with the Graduating Exercises on Wednesday. It was the general opinion of our visitors from the North that the orations of both the College and the Academy classes were of a high order, and the local public was impressed with the strength of the addresses delivered by our in-

vited speakers.

The eighteen Academy graduates in their orations showed originality of thought, felicity of phrase, and effective delivery. The range of their subjects may be suggested by the following titles: "A New Birth of Freedom," "The American Citizen," "America, the Ideal Nation," "Eastward, the Course of Democracy," "The Country Teacher's Problem," "Recent Educational Progress in the Mountains."

The five College graduates made a most creditable showing with the following subjects, the treatment of which bore evidence of mature thought: Miss Hallie Kirby, B. M., "The War Music of the Allied Nations;" Miss Myrtle Thompson, A. B., "The Reign of Law;" Tullie S. Wetherington, B. S., "What Man Has Made of Man;" Edwin M. White, A. B., "What the War Did for the Soldier;" Roy Neil Owsley, A. B., "The Suffrage of the Plow."

The world war seemed to have acted as a catalytic to the thinking of our invited speakers. They were unanimously of the opinion that the dawn of a new world order means organization and militancy of the forces that make for justice and righteousness among the nations of the whole earth as well as among the individuals within those nations.

Dr. Thomas N. Ivey brought the service theme up to date. He showed that service is still the highest motive of action. But we must add to our love of humanity the same militancy that was displayed by our soldiers; we must be willing to leave friends, native land and life itself to achieve the spiritual victories in the days of peace that exact no less of us than the days of war.

Dr. Wilbur E. Hammaker, whose pastorate at Youngstown, Ohio, has made him familiar with the view-point of the industrial classes, read the signs of the times and interpreted them to mean the establishment of a new triumvirate with sufficient power to insure a square deal: Capital, Labor, and the Public.

Dr. John Wesley Hill is not an alarmist, but a keen-sighted lookout on the Ship of State. In his address he spoke convincingly of the perils that beset the nation in this period of reconstruction. Not only are there rocks and reefs as formerly, but pirate ships and derelicts. Socialism, I. W. W.-ism, Bolshevism,

all mean anarchy, plague and death.

THE MARVINS

Every spring about the time that the martins fly north, the Marvins come south. The arrival of both on our campus means that the season is balmy and invigorating. The martins are the harbingers, and the Marvins are the bringers to us of their own genial, wholesome good natures. Therefore the University community always hails with delight the coming of Judge and Mrs. U. L. Marvin.

The degree of Doctor of Laws was conferred upon Judd Stewart, Louis Livingston Seaman, Wilbur E. Hammaker, Governor Frank O. Lowden, of Illinois, Elbert H. Gary and Charles Whyte. The degree of Doctor of Literature was conferred upon Dr. John Wesley Hill and upon Honorable Max Pam.

The degree of Bachelor of Arts was conferred upon: Miss Myrtle Thompson, Edwin White and Roy Neil Owsley. The degree of Bachelor of Science was conferred upon Tullie S. Wetherington, and the degree of Bachelor of Music upon Miss Hallie Kirby.

The following were graduates of the Academy Department: Misses Sara Wright, Eula McElroy, Grace Owen, Grace L. Kirk, Rachel Chance, and Messrs. Hobart Allred, James Combs, Frank Parks, Ira Smith, H. H. Contreras, Wilson Allen, Rickmon Spurgeon, Dewey Glasscock, Charles Petree, Basil B. Mallicoat, George Rainey and Pierce Martin. Henry Bryant was graduated from the two-year course in agriculture.

The following students received certificates from the Commercial Department: Misses Mildred Berkau, Henrietta Gordon, Vera Moore, Sara Wright, Ora McFarland, Annie Burkes, Edna Gish, Nila Phelps, Lillian Bales, Myrtle Thompson, Bernice Cox, and Messrs. DeWitt Jones, Maynard Hand, Clyde Essary, and Jose Parra.

The following medals were awarded: Debater's medal, Henry Thomas; Orator's medal, Henry Thomas; Declaimer's medal, Wilson Allen; Reciter's medal, Miss Della McCrary. Gold loyalty pins were awarded to Henry Thomas and Miss Rosabelle Irwin for prize essays. Bibles were awarded to Miss Ada Niceley and Harry L. Shanks for proficiency in the knowledge of the Scriptures.

THE RETURN OF THE BOYS

WITH the return of the several workers and students who have been in the service, the old-time spirit and atmosphere at Lincoln Memorial have been revived to some extent. The faculty and students who kept the home fires burning are welcoming some new hero almost every day, and they are proud of the splendid way in which the sons of Lincoln Memorial University have acquitted themselves. Not all have seen service in France but no matter what was their duty, whether it was kitchen police in a mobilization camp or dropping bombs on the Huns beyond the the Meuse, it was well and cheerfully done, and the boys deserve the fervent commendation which is greeting them on every hand.

First Lieutenant Harry O. Bales, an aerial observer who saw thrilling service over the Argonne, has returned to his practice of law at Knoxville.

Second Lieutenant Victor Hill, a pre-medical student, has taken up his work again after being on duty for some months with the S. A. T. C. at Union College.

Second Lieutenant Edward Clark, commissioned in the Infantry at Fort Sheridan and stationed at Camp Grant, is a student again.

Second Lieutenant Fred A. Jones, '17, commissioned in the Reserve at Camp Gordon, is again registrar and teacher of science.

Sergeant Major Robert S. Malcolm, of the 647 Aero Squadron, stationed for over a year at Newport News, has returned to duty with the University.

Sergeant Major Robert L. Kincaid, '15, an instructor in the Enlisted Specialist's School of San Francisco for several months, has resumed his duties as University Correspondent.

Sergeant Paul E. Brite is once more at his desk as cashier and principal of the Commercial Department after some months of experience in Camp Headquarters, Camp Wheeler, Georgia.

Corporal Lawrence G. Bailey, the Gas Noncommissioned Officer of the 69th Balloon Company, 4th Army Corps, who was stationed for eleven months in the St. Mihiel Sector, being in the drive which wiped out the salient in one night, is again a worker at Lincoln Memorial. He says with great fervency that the University is now "his home."

M. E. Homer T. Tarwater, an instructor in printing at

Camp A. A. Humphreys, has returned as foreman of the Printing Department.

Candidate Charles R. Hooten, discharged from the Officers' Training Camp at Camp Gordon, has resumed his work as private secretary to President Hubbell.

Candidate Frank R. Brogden, discharged from the Officers' Training Camp at Camp Taylor, will enroll as a student again.

Candidate E. R. Byrd, discharged from the Officers' Training Camp at Camp Gordon, has taken up his student work again.

Private Carl Hawkins, of the 38th Division, for two months stationed near Brest, returned recently to the States on the George Washington.

Prof. Charles Claxton, of the Engineering Corps, who was for nearly a year on various portions of the front, gave in chapel a few days ago a modest but thrilling account of his itinerary from the time he sailed for France until the armistice was signed. He will return to us next fall to take charge of the courses in Forestry.

Five of the students of the University who were among the first volunteers have just returned, Sergeant Barton L. Jones, of the class of '15, Alonzo Wooten, Elmer Wallen, Omer Spratt, and John M. Bullock, all in the Ambulance Corps. They were attached to a French division and were under fire for eleven months, with only brief intervals of rest.

Corporal Albert T. Seale, who was wounded in the battle of the Argonne, has returned to his former position in Middlesboro, Kentucky.

Dr. B. I. Harrison, a former student and a captain in the Medical Corps, since his discharge has accepted a position with a hospital in Cleveland, Ohio.

Eugene Johnson, of the Infantry; Green Sharp, of the Air Service; and H. C. Morgan, of the Quartermaster Corps, are again in the States after a year's conspicuous service abroad.

Walter Baldwin, of the class of '13, a wireless operator in the Air Service, after eighteen months of service on various flying fields of the United States, is again a civilian.

Alfred Baldwin and Niles Brown, of the Naval Reserve, have been placed on the inactive list.

RECONSTRUCTION MISSIONS

ON March 14th Dr. C. E. Powell, a missionary returned from India, gave two addresses to our students. Some of his remarks follow:

India is the land of millions. In India alone live one-fifth of the human race, three hundred fifteen millions. If we were to ask the Indians to pass by at the rate of four miles an hour, or twenty per minute, we should have to stand there for thirty years to see them pass. India, which is one-half the size of the United States, has three times the population of the United States. In the United States there are thirty-two persons to the square mile; in India there are one hundred seventy-eight.

Most of the inhabitants live by cultivation, some by starvation. Forty million of them live on one meal a day. They live in fourteen great provinces controlled by the British government. But India is not ill governed by Great Britain; there are six hundred seventy-five native states, each of which has its petty rajah or punjab. These states are independent except in two particulars.

They can not make a treaty with another state without the consent of the British, nor can they make a treaty with any foreign power. If you step over the line from a British-governed province to a native province you go from a macadam road and a clean water-tank to a mud-hole of a road and a dirty water-tank.

There are one hundred forty-seven dialects, distinctly different. However, if you had three languages you could make yourself understood everywhere in India, *Bengali*, *Hindoostani* and *Burmahni*.

The religious differences are marked. There are two hundred million Hindoos, one hundred forty million Mohammedans, ten million Buddhists, and three million Jins. There are twenty-three thousand different sects and castes. One caste can not intermarry with another. It takes a spiritual appeal to break this system of caste.

The Indians have a poor opinion of women. "To educate a girl is like putting a knife in the hand of a monkey," they say. An educated Hindoo, on being asked to send his daughters to a missionary school said, "You do not propose to teach my horse to read and write and yet you presume to teach my girls to read

and write."

In India the diabolic caste system is so tyrannical that it grips one at every turn of life.

One morning as I entered a railway train an Indian sitting on opposite side of the coach eating his breakfast hastily wrapped up the food. Thinking he did this out of courtesy I urged him not to mind me. But he was firm and said, "No, thank you; I'll not eat now." Later I saw him stealthily throw the food out of the window. My shadow had fallen on the food and he could not eat contaminated food.

In a certain school, I noticed the usual accessories such as a cane on the desk; but there were clods on the floor. I asked the meaning of them and the teacher said: "The cane is for the boys on the first rows who are of the same caste as the teacher. The boys on the back row are outcasts and when they are bad, I can not soil my hands with them, so I take a lump of earth and throw it at them."

A child had fallen in one of the water tanks and a man rushed up to the frantic mother asked permission to save the child. She replied, "You, an outcast go in our sacred tank? No!" The boy was drowned. Caste was more powerful than mother love.

If the Christian nations do not civilize these people, religious fanaticism will drive them to destruction. A missionary was teaching five or six Brahmin scholars with a view to making them converts to Christianity. One day an outcast sweeper, whose shadow would defile those on whom it might fall, approached the group. He was told to go away and come the next day. When the Brahmins found out that an outcast was coming for Christian teaching, they said, "We can not come any more if he is to come."

The missionary replied, "I would be delighted to have you come, but I can not reject the poor outcast," They ceased coming.

If the British and the Americans would sense the situation they could go into India and bring in one million souls a year. In 1915 to 1918 one hundred forty-five thousand souls were baptized. We are saying to about three times as many souls as we baptize, "You must wait." We need men and women who will say, "Here am I, send me." The mission field is the chance and the challenge for the best men and women, the call of the King

of Kings.

By the power of Mohammedans and Hindoos from India Gen. Allenby drove out the atrocious Turk. The Mohammedans can not go to the Koran to-day and find a word that holds good. The Koran testified that millions of Mohammedans would rise to the call of a holy war. They didn't do so; the Mohammedans are asking, "What is the good of the Koran now?"

In Africa there is dissatisfaction with the old traditional faiths, and the natives are becoming Mohammedan, taking the faith of the hordes sweeping down from the north. For every three that we are making Christian, they are making ten Mohammedan. Shall Africa become Mohammedan or Christian? The collapse of the political power of Mohammed is complete. The word *jihad* was supposed to cause three hundred and fifty million to rally to the holy war. The Sultan's soldiers were told that when they stood in battle array against the allies and the call *jihad* was made all the Mohammedans in the allied ranks would turn their guns against their British allies. The call was shouted from the turkish ranks, "*Jihad!* Rally to the call of the faithful. Down with the infidel. Allah! Allah! We are your brothers! Don't fire!" A withering fire from the Allies was the only response. For the first time in history Mohammedan fired on Mohammedan and Islam's political power was broken.

There is a great Christward movement in India. The Missionary used to go and pick out two's and three's. Now the people flock to us. Three thousand chosen leaders came to a certain hill top and stayed three days debating these great questions: "Shall we bring our images here and burn them up? Shall we bring our rice here and eat rice with the missionary? Shall we ask him to bring his scissors to cut off the *chutia*?" The *chutia* is the lock of hair by which the Indian is whisked away to the spirit world by OM, the great spirit. If it is removed he has lost the hope of immortality. To eat rice with a foreigner is to break the caste system. Religion, family and hope of immortality were gone and so they became Christians. They said, "Teach us and when we are trained baptize us." Through these three thousand leaders, one hundred fifteen thousand were ready to come to Christ. The challenge to America is not so much to get the money for this work as to get the men and women to be missionaries.

MOUNTAIN HERALD

To develop Lincoln Memorial University and foster the educational needs of the mountain people of the central South

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OUR ENDOWMENT

Two years ago last February there was held at Lincoln Memorial University the greatest celebration of Lincoln's birthday ever held in the South, and in some respects the most striking one in the United States. There were special trains from New York, Washington, Chicago and Cincinnati, and special parties from various intermediate points. The purpose was to celebrate the twentieth anniversary of the founding of the Institution as a College, and to begin a campaign for a million dollars for endowment. A fine start was made, but the United States entered the war and that with us, as with all, was the first consideration, and so the quest for money, except for Current Expenses, was practically at rest until in the present year. Bequests had been made and pledges written until the endowment amounted to seven hundred thousand dollars. A generous friend promised \$150,000.00 additional if the pledges reached the million mark by the first of May. The total amount was signed up with a safe margin, and there has been quiet rejoicing among those who have toiled long and struggled earnestly for the maintenance and development of the Institution. Doubtless at an early date a substantial share of these pledges will be paid in and begin to earn. The completion of this fund gives stability to the University, and basis for worthy planning for the future.

The guest who reaches Lincoln Memorial for the first time voices his appreciation in words of enthusiastic praise of the location and scenery. His next comment is, "How big this place is!" It is a big place and growing all the time. Nearly seven hundred

students have been in attendance the past year. The budget just adopted by the Board will require more than \$50,000 to provide for the maintenance of the work which we have been carrying on. Students tend always to throng the halls, and a thousand students would be in attendance at one time if there were dormitories and school room privileges. Lincoln Memorial is doing a distinctive and growing service for the Upland South. Never was the call more urgent, and never did the need press more upon our hearts than in this hour, but there are courage, hope and faith for the great future. Lincoln Memorial hears forever the command, "Forward and Upward."

THE SUMMER QUARTER

The summer quarter of Lincoln Memorial University, which began May 12 and will continue until August 2, has almost doubled the enrollment of the summer session of last year. This increase is due to the tendency among the young people to return to the schools with the establishment of peace and to the intensive method of instruction employed. A student is permitted to take two subjects and by an intensive method of recitation to cover a year's work in each. This plan operated most successfully during the summer quarter last year, and the method proved popular and valuable in Army and Navy service schools during the War.

The summer work is not intended for vacationists and for students who desire to get a great deal with little effort. It is pre-eminently for earnest students who desire to fill to the limit the years which they have at their disposal to gain an education.

Dr. Boyd A. Wise is director of the session and is assisted by a strong corps of teachers. A comprehensive schedule of college and academy subjects is offered in order to accommodate as many students as possible. The Commercial Department is operating under full capacity, and the students are finding the work very desirable and profitable.

A special feature of the session is the timely course in International Conciliation given by Professor T. B. Ford, under the auspices of the American Association for International Conciliation. These lectures are supplemented by a comprehensive course in Modern European History under the direction of Professor E. Gate Hall.

FORESTRY AND FORESTERS

OUR FORESTS

The forests of the United States covering originally 46 per cent of the area of our country have always been the pride of America and one of our greatest natural resources. They have not only supplied our own markets with lumber and wood products but have passed out along the channels of commerce to all the countries of the world, lumber, naval supplies, paper pulp, and many other raw materials and many manufactured products. But commerce alone has not claimed the total value of our forests, nor will it in the years to come, because they have been in the past and will be in the future of immense value as recreation grounds and for water-shed protection.

However, the pressing demands which have increased with time, together with difficulty of financing stumpage, injurious forms of forest taxation, and uncertain market conditions, have caused the timberland owner and lumberman to cut their timber without thought of the future. This has not only depleted our timber resources and injured our water supply but has also caused many mills to close which might, had the timber been properly managed, still be operating at a profit to the owner. Leaders of the Southern Pine Manufacturers state that "the bulk of the original supplies of yellow pine in the South will be exhausted in ten years and that within five to seven years, more than 3000 manufacturing plants will go out of existence." This is a very significant statement, coming as it does from men whose business depends upon the raw materials which our forests produce.

THE FORESTER

Fortunately within the past few decades America has been awakened to the necessity of handling her forests with the same good business management required in the development of her other resources and so the forester today finds his place among the enterprises in this country as he has been doing for many years in France and other European countries. There is a great demand at the present time for technically trained foresters and forest rangers on our national forests, and among the progressive lumbermen and paper pulp manufacturers of United States and

Canada.

FORESTRY OPPORTUNITIES

Certain positions on the national forests are available each summer to approved men from the Forestry School of Lincoln Memorial University who have completed the Fall, Winter, and Spring terms. The need of the government for rangers will increase rapidly as the national policy of forest preservation is extended and new lands are acquired. Private timberland owners are becoming much interested in methods of reforestation and they have increasing need of capable men who can develop their lands and harvest their lumber along scientific lines of forestry. The man who prepares himself now for any phase of forestry work is entering a field replete with opportunities.

THE SCHOOL OF FORESTRY

It was to meet this increasing demand for technically trained foresters and rangers that our School of Forestry was organized. The aim of the school is to develop a practical and technically qualified forest workman by a short intensive course of training offered to men with a High School education and with sufficient maturity to appreciate the work. The course of training will cover one year in which the practical field work on the University's forest tract of 2080 acres will be combined with the following theoretical and practical studies.

Dendrology	Forest Ecology
Mensuration	Forest Valuation
Silvics	Wood Technology
Silviculture	Scaling and Grading Logs
Seeding and Planting	Timber Estimating
Forest Protection	Elementary Surveying
Forest Management	Saw Mill Practice
Principles of Lumber Grading	Lumber Yard Management

REMINISCENCES OF '62

Editor Mountain Herald,

Cumberland Gap, Tennessee.

I have just finished reading the February and March number of the Mountain Herald, and as I am always interested in any

news from that historic place I decided I would furnish you with a bit of history fifty-seven years old. This date would indicate that I am not so very young now, but according to the army record I was a Union soldier boy at that date and assisted in capturing the historic Cumberland Gap, June 18, 1862.

Cumberland Gap came into prominence long before the first hostile gun was fired in our Civil War, and was on the main road through which the commerce from the older states passed to the new ones. It is said that Dr. Thomas Walker, Captain Charles Campbell and a few other noted men of that day, 1748, passed through this Gap on a hunting and exploring trip into Kentucky.

This adventurous party was soon followed by another of equal daring, the Daniel Boone party, which went into the wilderness country and "set up for themselves." Just beyond this great and remarkable depression the first named party came to the beautiful mountain stream, which was named the Cumberland River in honor of the Duke of Cumberland, at that time the Prime Minister of England.

During the Civil War this noted Gap was a strategic point, for which both armies contended. Gen. F. K. Zollicoffer with a Confederate force in 1861 was the first to enter the Gap and fortify it. Although it was rough, it was an ideal place for a camp because of its altitude, and the days and nights were cool. During the three months we were stationed there in the summer of 1862, we certainly enjoyed ourselves in the camp life. "No skeeter to bite us, either."

This historic gap is also noted for the many fine springs and caves. The large spring that leaves its massive bed of stone at the Virginia road furnished not only water for our camp, but power for a busy mill that stood at the foot of the mountain on the south side and did duty for both armies. This mill was destroyed in 1863 by the Union Army, while the gap was occupied by the Confederates under General Frazier.

One of the large caves that the boys called the "Soldiers' Cave," took its name from a squad of Union soldiers who made an attempt to explore it. It is said the soldiers entered the cave with a few candles and no guide; and soon the candles burned up and they were left in darkness. As night approached and the

soldiers failed to return to camp an effort was made to rescue them.

The rescue party took large bass drums to the entrance thinking the sound of the beaten drums would be heard by the lost men. In addition, volleys of musketry were fired at the entrance but it seemed the men never heard the noise.

The next morning a large rescue party was organized to find their comrades. They took plenty of candles to light up the cave; and after a long search the lost men were found. It is said they were sitting in a group waiting for death to claim them, or their comrades to rescue them. There was great rejoicing when the lost men were found, but this episode broke up the attempt to explore caves.

I will now give a brief account of how Cumberland Gap was first captured by Gen. Geo. W. Morgan's 7th Division Army of the Ohio. This division was organized at Cumberland Ford, Kentucky, and was composed of ten or twelve thousand men. On the 9th day of June the army broke camp and started for Cumberland Gap.

Gen. C. L. Stevenson was in command of a division of Confederate soldiers strongly entrenched at the gap. As the Confederates were expecting the attack from the north, nearly all the forts and rifle-pits were on that side. From Cumberland Ford to Cumberland Gap it is about fourteen miles, but by Big Creek and Rogan Gap, the route taken by Morgan's division, it is almost one hundred miles.

This route is rough and hilly and the two gaps just mentioned are the only ones that could be crossed by an army encumbered with artillery and heavy-loaded wagons. But Morgan moved rapidly and drove the small Confederate force from the two gaps and pushed ahead for Cumberland Gap which he reached on the 18th of June, 1862.

When General Stevenson learned that Morgan was approaching his position from the South he fell back and in the afternoon the Union troops marched in and took possession. Shortly after the capture, Lieutenant W. P. Craighill, of the Engineering Corps was sent to the gap to lay out a line of defensive work on the south side, which could be held by a small force.

When the enemy evacuated some of the heavy cannon were

thrown over the cliff on the left of the gap, so General Morgan had them taken up and placed in position. One of the guns was called "Long Tom;" and in a few days it was in position and doing work for "Uncle Sam." While in the gap my regiment was camped along the Virginia road almost under the pinnacle.

Out in Powell's Valley and in front of Cumberland Gap was a red brick house owned by a Mr. Patterson, and every few days the Confederates would ride up to this house and with their field glasses look over to the "Yankee Camp" to see what they were doing. Just then those wide-awake fellows on the pinnacle would place a shell in old "Long Tom" and the next second we could hear the large fuse shell pass high above our heads and explode near the Patterson house; and for fear some one might get hurt the sight-seeing crowd would fall back.

This was often repeated during our three months' stay at the gap, but on the 17th night of September we bade farewell to our pleasant camp and started for the Ohio river at Greensburg, Kentucky, which we reached October 3, tired and hungry.

For many years I have spent my vacations at Cumberland Gap and have always enjoyed them, as these annual trips give me an opportunity to visit places of interest, and among them is "Lincoln Memorial University."

I trust this rambling story will interest your readers, and at some future time I may be able to contribute something readable.

W. R. CARTER,

1st Tennessee Cavalry,

Knoxville, Tennessee.

AFTER THE WAR

Mrs. Harbison's Story. Continued from February-March Number)

WHEN we came back after the war was over, there was not a rail within a mile of the old home. The house, the barn, the slaves' houses; everything was burned. We had been able to take the most of our own possessions away before the Yankees came in, but my brother lost his bed. The land was spoiled by the hard roads that the soldiers made all over the land where Lincoln Memorial now stands. In the mountains around, you can still find

traces of the old roads.

My father built a little log cabin, while we stayed with Colonel Patterson, whose house was still standing. He built the house on the same old site, where the Conservatory now stands. It was impossible to secure help, and my father being a Confederate was unpopular with the Republicans, and besides this, there was a very lawless element around who tried to intimidate him.

While he was building his house he had to do much of the work himself. One day he was cutting logs near Shawanee and saw a lot of clubs and switches. A friend told him that it was not safe to go on with the work, for these sticks were to beat him. There were never the feuds here that there were on the other side of the mountain, but there was a rough element.

After the war we could see scores of covered wagons going by filled with war paraphernalia. Once Northern soldiers came and took up the bodies of those who had died and been buried in our yard. The burying ground was by the pear tree that still stands in front of the Conservatory. Father, mother, and brother Will, are all buried there. Uncle Landy, the colored blacksmith, is buried by the old cherry tree.

We farmed and raised fine cattle. On the place we had the home, two large barns, a smoke house and other houses for renters, beside a few others of various sorts. The cattle barn was near Avery. One time a man came with a horse that had been sent to Dr. Harbison, my husband. The man refused to surrender it to anyone else, so he had to stay all night. He was taken up stairs, but after looking around he begged to come down stairs, for fear of fire. He asked us to take the lamp out of the room for fear it would explode. He had never seen one before. When he saw the barn he said, "Well, I never saw a barn before that had streets in it."

In the times after the war, a certain group of men were the terror of the country. Dr. Harbison, was away from home so much on his long trips over the mountains that I was very anxious, alone as I was with three little girls. Once one of these men had to come for medicine, and he did not dare to come alone, he was so afraid of others in the same gang. They always came two or three at a time.

At one time, before we had the log cabin finished, men up

and down the valley signed a petition telling him that he must not come back here to live. They would throw off at night logs that he put on the house during the day, so that finally, though the roof was unfinished and snow coming in, we moved into the cabin. They would break the wagons at night that he used for hauling. There was a saloon at the entrance to Tennessee, and they would drink, gamble and throw rocks at people who passed below in the road.

The house we built at first was a simple cabin. My three little girls, Madora, Mary Magdalene, and Lelia, were not at all happy when they came to it; for they had been entertained at the Patersons during our absence from the old home, and the cabin was a great contrast. When we went into it first, Madora said, "Let's go back home. This is not home."

We built a house after a year or two spent in the cabin which was a good frame one, cream white with chocolate trimmings and green blinds.

We lived there many years. The life of a doctor was so strenuous that finally my husband moved to Knoxville in 1865, and after renting the place for a time he sold it to the English company.

THE WILL TO BE INTERESTED

The Reverend John Malick, Pastor of the Unitarian Congregational Church of Cincinnati, spoke to the student-body on the evening of June 4th. His theme was: "The Will To Be Interested."

I can remember some talks in Chapel that seemed to grip and to be remembered. If any one has been over a journey even a few miles ahead, his advice becomes valuable to the oncoming traveler. There is a certain mental appetite at a certain season of life. If you do not get certain things just as you go along and at the right time, you are sure to miss them. The first one-fourth of life is spent in trying to catch up with the human race. During this period a man is not doing anything himself, not giving anything to the world. In the fifteenth to the twentieth years of life acquisition becomes a matter of books and teachers. Here are certain things which wisdom says get. Here are fifty to one hundred books which contain the wisdom of the world.

You hear talk about the great music but you are not interested; you prefer rag-time. So one faces the situation that he is not interested in the things that the world agrees he should be interested in.

There are many beings that are superior to us in body. Our distinction is that we have a certain kind of mind that is not duplicated elsewhere in the world. There are certain beings that come with sealed orders; they never add anything nor take anything from the package. They are creatures of instinct. But we come into the world the most helpless beings in the world. It takes us until we are twenty-one to get beyond legal childhood. We start as the most ignorant beings in the world. The human mind is a sort of lazy thing. There are people who have never put their minds to it to do a thing. Beings like the cat and dog that came into the world with instinct have just five or six interests. But man has the capacity to take in. It would be a tragedy if a man came with fixed interests and could not take in more.

Suppose that one takes an inventory and finds that there are certain things in which he is not interested. What makes one interested? Did you ever in your study of history come to some one that you never heard of before and were asked to write a paper about him, that you did not find the name of your subject occurring in all the papers and magazines? We are interested in those things that we have already started a collection of. We have developed a sort of mental feeler for them. Some people are hard to talk to because there is no live center of interest in the auditor's mind. If we are not interested in a certain truth it must mean that we have no collection of that kind started. The world at large is a hard place to get an education in. "I am not interested in that thing," I say; and that must mean that I have not opened up in my mind a live center for that sort of thing.

Can one develop interest? Here is a subject which his judgment and the experience of mankind before him tell him he ought to be informed about. And he says, "I'll wade into that thing;" and he drives himself through it by sheer force of will. The mortality rate is very high on the first few pages of "The Ring and the Book." After driving through the first few pages of desert a certain scholar became interested in this book; and finally he wrote a great book on the subject; and

this man will be known to posterity merely because he is the writer of the best commentary on Browning's great poem.

The Montessori System has to get the attention of children by giving them something that is brilliant in color or that will rattle. Young men and women should get beyond this stage. The combined judgment of the human race is worth much more than that of some one who is just coming on the scene.

After taking an inventory one should say, "I can keep my mind on this thing for two hours if necessary." This makes one feel that life is a job. Life isn't doing interesting things. When you look over the list of people who have done things you find that they are the ones who have gone out and done things at the imperial command of judgment. When one settles down to do the thing he should do, he comes ultimately to the solid judgment. Whatever of interest or true enjoyment the world holds for him, is to be achieved along that line.

FARM NOTES

WHEAT harvest is in "full blast." There are about forty acres and the crop seems above the average.

The earliest corn is shoulder high. The ensilage corn is up and a good stand.

The spring seeding of clover is good but the alfalfa does not respond to spring seeding.

The second cutting of alfalfa will be ready by July 1.

Cow peas are looking fine and promise a good crop of hay.

Dry weather has affected the pastures and the milk flow is decreased as a result.

NEEDS

TWO HOUSES

It seems that we have come to the place in the growth of the School where buildings constitute the most urgent need for our further development. Just now we should have two houses for our workers, to cost about twelve to fifteen hundred dollars each. A cheaper house might be built, but it would not be good economy.

TWO DORMITORIES

We need two dormitories, one for the girls and one for the boys. Each should be large enough to accommodate one hundred students, and each will be filled with ambitious students very soon after the building is ready.

TO OUR DEAD

May 30, 1919

Go bring your flowers and dry your tears:
For these have died that through the years
Our homes and hearths may rest in peace,
And that our fields may yield increase,
That far-flung foeman's flag and sword
May yield to "Gideon's and the Lord."

Far from our shores, Columbia's shrine,
Far from the fields of thee and thine,
Far from the land they died to save,
Far from a mother's bitter tear,
Far from all who love and care,
Sleep our brave.

There where the souls of men were tried,
Went they with Christ, the Crucified;
There where the best they had they gave—
Up where the roaring line is red,
From which our foemen long have fled—
Sleep our brave.

So bring your flowers and dry your tears,
For these have died that through the years
Our homes and hearths may rest in peace,
And that our fields may yield increase,
That far-flung foemen's flag and sword
May yield to "Gideon's and the Lord."

W. I. JONES, 1st Lt.
Class of 1913.

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12

Mountain Herald

Vol. XXII

AUGUST, 1919

No. 8

Published Monthly by Lincoln Memorial University

Lincoln Memorial University

Departments

Letters

Science

Law

Music

Forestry

Business

Agriculture

Engineering

Domestic Science

CATALOG FOR 1919

AND

ANNOUNCEMENTS FOR 1920

HARROGATE, TENNESSEE
(Near Cumberland Gap, Tennessee)

Entered as second class matter July 2, 1913, at the Post Office at Harrogate, Tennessee, under the Act of August 24, 1912.

Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized July 23, 1918.



FRANK A. SEIBERLING, LL. D.
President of the Board of Directors



GEORGE ALLEN HUBBELL, Ph. D.
President

Vol. XXII MOUNTAIN HERALD No. 8

AUGUST, 1919

Lincoln Memorial University

CATALOG NUMBER

1919-1920

Harrogate, Tennessee

(Near Cumberland Gap, Tennessee)

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LOOK AT THE MAP

Calendar 1919

JANUARY							FEBRUARY							MARCH							APRIL						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
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12	13	14	15	16	17	18	9	10	11	12	13	14	15	9	10	11	12	13	14	15	13	14	15	16	17	18	19
19	20	21	22	23	24	25	16	17	18	19	20	21	22	16	17	18	19	20	21	22	20	21	22	23	24	25	26
26	27	28	29	30	31	..	23	24	25	26	27	28	..	23	24	25	26	27	28	29	27	28	29	30
..	30	31
MAY							JUNE							JULY							AUGUST						
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11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16
18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23
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SEPTEMBER							OCTOBER							NOVEMBER							DECEMBER						
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28	29	30	26	27	28	29	30	31	..	23	24	25	26	27	28	29	28	29	30	31
..	30

Calendar 1920

JANUARY							FEBRUARY							MARCH							APRIL						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
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4	5	6	7	8	9	10	8	9	10	11	12	13	14	7	8	9	10	11	12	13	4	5	6	7	8	9	10
11	12	13	14	15	16	17	15	16	17	18	19	20	21	14	15	16	17	18	19	20	11	12	13	14	15	16	17
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25	26	27	28	29	30	31	29	28	29	30	31	25	26	27	28	29	30	..
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FACULTY

1919-1920

GEORGE ALLEN HUBBELL, A. M., Ph. D., President

Antioch College, B. S., A. M.; Teachers College, Higher Diploma; Columbia University, Ph. D.; Principal of High School; Principal of Normal Department, Antioch College; Teacher of English, Erasmus Hall High School (Brooklyn); Dean and Vice-President of Berea College; President of Highland College; Professor of Sociology and Economics, Transylvania University; Extension Lecturer, Teachers College, Columbia University; present position, 1910—.

HON. U. L. MARVIN, LL. D., Vice-President

Law

BOYD A. WISE, A. M., Ph. D., Dean

English

Randolph-Macon College, A. B. 1897 and A. M. 1898; Johns Hopkins University, Ph. D. 1905; Member Phi Beta Kappa, Alpha of Maryland; Member American Philological Association; present position 1916—.

JESSE H. MOORE, A. B.

Latin and Greek

Haverford College, A. B. 1881; Principal of High Schools in North Carolina, Illinois, Texas and Tennessee 1881-1904; Dean and Professor of Greek and English, Washington College, Tenn., 1904-05; present position 1905—.

THOMAS B. FORD, A. M.

Education and Psychology

Warrensburg State Normal, B. Ped., 1895; graduate student of University of Chicago during summers of 1895 and 1896, 1905; graduate student of Missouri State University summers of 1897, 1898, 1901; graduate student of Harvard University 1907-1908; head of the English Department in Maryville State Normal School 1906-1909; 1909-1911 graduate student of Harvard University; Harvard University, A. M., 1910; Dean and Professor of English, Lincoln Memorial University, 1911-1916; graduate student of University of Michigan summer of 1917; Professor of Education, Hiram College 1916-1918; present position 1918—.

MISS VRYLING W. BUFFUM, B. A., Dean of Women

History

Graduate of Wellesley, B. A. Degree; graduate student Amherst and Columbia; Principal High School, Winchester, N. H.; Sue Bennett Memorial School; present position 1913—.

JESSE LEWIS, A. B.

Social Science

Indiana State Normal School, University of Chicago, Indiana State University, A. B.; Principal of Public Schools, Indiana; History and Geography, State Normal School, Warrensburg, Missouri; History, High School, Terre Haute, Indiana; History and Geography, State Normal School, Mayville, North Dakota; History, State Normal School, Maryville, Missouri; History and Education, State Normal School, Flagstaff, Arizona; History and Political Science, Texas Christian University; Lincoln Memorial University, 1914—.

FOSS SMITH, A. B.

Chemistry and Geology

A. B., 1905, University of Chattanooga; Graduate Student, University of Tennessee; Athens School, Professor of Science, 1911-18; present position since 1918—.

FACULTY

MISS LUCIA E. DANFORTH, A. B., A. M., Ph. D.

Modern Languages

Carleton College, A. B., A. M.; Illinois Wesleyan, Ph. D.; graduate study at the University of Chicago, at Oxford University, at the Alliance Francaise, Paris, and in Italy; Preceptress of Collegiate Institute, Salt Lake City, 1888-1890; teacher of Latin, Carleton College, Northfield, Minnesota, 1891-1904; teacher of Latin and French, State Normal, Platteville, Wisconsin, 1905-1915; head of Romance language department, Winona College, Winona Lake, Indiana, 1915-1917; present position, 1917—.

EDGAR F. FOWLER, A. B., LL. B.

Economics and Law

Transylvania University, LL. B.; Lincoln Memorial University, A. B.; Graduate Student, Columbia University, summer 1918; taught in Lincoln Memorial University 1910-1914; present position, 1916—.

JAMES M. NICHOLSON, Th. M.

Academy Subjects

Southern Baptist Theological Seminary, Th. G., Th. B., Th. M.; student of Carson-Newman College, 1904-1908; student of University of Georgia, summer session, 1909; student of the University of the South, 1910 and 1911; Principal of Blairsville Public School, 1906; Principal of Round Oak (Ga.) High School, 1908-10; Superintendent of Byromville (Ga.) Public Schools, and Principal of City High School, 1910-12; present position 1919—.

ALBERT WILSON NEW, Pg. B.

Agriculture

Valparaiso University, Pg. B., 1911; Student, University of Chicago, Education; Principal, Dunlap School, Dunlap, Ill., 1912-14; Principal, Homewood School, Homewood, Ill., 1914-16; Teacher of Agriculture, Allendale Farm, Lake Villa, Ill., 1916-18.

MISS ADELA LAUE

Director of Music

Student for twenty years of the pianoforte and its branches; studied in Chicago and Berlin, Germany; professional debut (1912), Berlin Philharmonic Orchestra (Germany); two transcontinental concert tours of the United States and Canada; teacher of piano, Cosmopolitan School of Music, Chicago; Director Piano Department, Waterloo Conservatory of Music (Ia.); Director of Piano and President, Illinois Conservatory of Musical Art, Chicago; present position, 1919—.

A. VERNON McFEE

Professor of Voice

Graduated Knoxville High School; student of University of Tennessee, 1905-1906; studied voice under a pupil of Randeggers; graduate of the College of Music, of Cincinnati; studied Public School Music, sight singing and harmony under A. J. Gantvoort, and voice three years under Signor Lino Mattioli, head of the Voice Department of the College of Music; present position, 1917—.

MISS E. THEO. MANNING

Piano, Musical Theory, Organ

Graduate of Sherwood Music School, Lyon, N. Y.; studied at Goerlitz (Prussia) and Leipsic; with Leschetitsky's American representative, N. Y.; Assistant Sherwood Music School; Director of Music Danville (N. Y.) Seminary; Director Music Simpson College; Studio Rochester, N. Y.; Director Music, Buena Vista College; present position 1907—.

CHARLES CLAXTON, B. S. in Forestry

Forestry

FRED A. JONES, B. S.

Physics

FACULTY

ARKLEY WRIGHT, A. B.

Mathematics

Georgetown College, A. B., 1911; Teacher Latin, Cumberland College, Williamsburg, Ky., 1911-14; Teacher Latin, Lincoln Memorial University, Summer Session, 1913; Principal Barrett Manual Training High School, Henderson, Ky., 1914-15; Y. M. C. A. War work in England, 1918-1919; Graduate work University of Chicago, 1911 and 1914; present position, 1919—.

LAWRENCE G. BAILEY, A. B.

Mathematics

MISS MARY E. DAVIS, A. B.

Household Arts

Graduate of Indiana State Normal School, Terre Haute, Ind.; graduate work at Indiana State Normal and University of Chicago; taught Domestic Science in Indiana, 1915-19; present position, 1919—.

MISS VIRGINIA M. McMANNIS

Domestic Science

Graduate of Emerson High School, Gary, Ind.; graduate Illinois State Normal University, Normal, Ill.; taught Domestic Science in Illinois, 1916-18; present position, 1919—.

H. W. SMALL, A. B.

Industrial Engineering

Bates College, A. B., 1889; Teacher in Grant University, 1889-93; Teacher of Mechanical Engineering, Pennsylvania State College, 1908-11; Head of Wood-working Department Mechanics Institute, Rochester, N. Y., 1911-13; Chicago Public Schools, 1913-17; Mechanical Engineering Department, Agricultural and Mechanical College, Texas, 1917-19; present position, 1919—.

PAUL E. BRITE

Principal of Commercial Department

Bowling Green Business University; present position 1915—.

ERNEST H. NEWMAYER

Associate Principal of the Commercial Department

Cape Girardeau Business College; Teachers' Course, Cape Girardeau State Normal School; teacher of Bookkeeping and English at Cape Girardeau Business College, 1918-19; principal of Allenville High School, 1916-18; present position, 1919—.

MISS LOLA WELLS

Commercial Subjects

Two years' training in Savannah Institute; Commercial Course in Draughton's Business College; teacher in Draughton's Business College 1910-1912; Commercial teacher in Adamsville High School, Tennessee; Commercial teacher in the University of Chattanooga at Athens; present position 1915—.

ELLEN MYERS SCHOOL

ALFRED BALDWIN

Principal of Ellen Myers School

MRS. A. WILSON NEW

Ellen Myers School

MISS GEORGIA R. KIRTLEY

First and Second Grades, Ellen M. Myers School

Studied at Richmond, Ky., State Normal; Murfreesboro State Normal, and the Summer School of the South; thirteen years primary teacher Williamsburg, Ky., primary teacher at Murfreesboro, Tenn.; student of Kindergarten School, Cincinnati, O.

MISS MAGGIE MAY RECTOR

Intermediate Department

OFFICERS OF ADMINISTRATION

REV. JOHN WESLEY HILL, D. D., LL. D., Litt. D.
Chancellor

GEORGE ALLEN HUBBELL, Ph. D.
President

HON. U. L. MARVIN, LL. D.
Vice-President

BOYD A. WISE, A. M., Ph. D.
Dean

M. B. SALIN
Assistant Treasurer

ROBERT S. MALCOLM
Secretary to the President

ROBERT L. KINCAID, A. B.
Secretary of the University

FRED A. JONES, B. S.
Registrar

PAUL E. BRITE
Cashier

H. W. SMALL, A. B.
Superintendent of Construction

A. WILSON NEW, Pg. B.
Superintendent of the Farm

ROGER RECTOR
Associate Superintendent of the Farm

JAMES H. RECTOR
Superintendent of Water Works

S. HOPKINS BAILEY
Dean of Men

MRS. FELICIA F. BRITE
Stenographer

S. E. PIERCY
Foreman of the Creamery

HOMER TARWATER
Foreman of the Printing Office

D. C. SWOR
Bookkeeper

J. WEIR DOSSETT
Farm Accountant

SUMMER SCHOOL FACULTY, 1919

GEORGE A. HUBBELL, Ph. D.
President

BOYD A. WISE, Ph. D.
Director and Professor of English

THOMAS B. FORD, A. M.
Professor of Education and International Conciliation

ARKLEY WRIGHT, A. B.
Professor of Mathematics

E. GATE HALL, A. M.
Expert Tutor

MRS. J. F. VOORHEES, A. B.
Teacher of History

MRS. BESSIE ANDERSON
Dean of Women and Teacher of English

PAUL E. BRITE
Principal of Commercial Branches

E. H. NEWMAYER
Associate Principal Commercial Branches

MISS LOLA WELLS
Shorthand and Typewriting

FOREWORD

THE name "LINCOLN MEMORIAL UNIVERSITY" expresses much more than the patriotic sentiment of honoring the name of Lincoln; in fact, it grew out of the intelligent and charitable purpose of those who sought to offer the opportunities of an education to many thousands of people of the same type as that from which Lincoln came. It will be seen that the existence of this school, situated in the mountains and created for the people of the mountains, has a special mission; that is, to serve a poor and sparsely settled rural population. This institution is so fully serving the needs of such a people that it is safe to say that a thousand students will be our average daily enrollment when we have dormitories to take care properly of the increased attendance.

Naturally the subject of agriculture is made prominent, and means must be provided for students to earn their own school expenses, while securing an education suited to their immediate needs. Yet it is not our purpose to limit the students to purely practical subjects, but it is our aim also to provide for instruction in the liberal arts and in the sciences.

Nor does the instruction neglect the religious training; it is Christian, but non-sectarian, including representatives from many religious denominations. Teachers and students are expected to attend church and Sunday School, and many of the students join the Y. W. C. A. and Y. M. C. A. In fact, the very atmosphere of the place is moral and Christian.

GENERAL INFORMATION

LOCATION

LINCOLN MEMORIAL UNIVERSITY is located near Cumberland Gap, Claiborne County, Tennessee, on the Louisville and Nashville Railroad, and on the Knoxville and Middlesboro branch of the Southern Railway. Passengers coming via the Louisville and Nashville leave the train at Harrogate, Tennessee; those coming via the Southern, at Cumberland Gap.

The University is situated in the beautiful and fertile Powell's Valley; stretching away to the north and west, rise the lofty peaks of the Cumberland Mountains.

The town of Cumberland Gap takes its name from the famous pass in the Cumberland range just at the junction of Tennessee, Kentucky and Virginia. Through this historic gap Daniel Boone piloted those intrepid pioneers who wrested Kentucky from the savages, and laid the foundations of that great Commonwealth. Not only Kentucky, but also large parts of Southern Indiana and Illinois and the Middle West, were populated by settlers who found Cumberland Gap their most convenient gateway.

The Gap was for many years the avenue through which the commerce of this section passed on its way from the older to the newer states. During the Civil War the Gap was the strategic point for the possession of which mighty armies contended, and many brave soldiers perished. It was the key to this entire section, occupying a central position, and being a gateway from the valley of East Tennessee to the famous blue-grass region of Kentucky.

The region about Cumberland Gap is noted for its fine scenery and its healthfulness. The committee of physicians appointed to select a suitable place for a sanitarium for the

company that was developing this section, reported in favor of the spot where Grant-Lee Hall stands. Its altitude gives it the cool nights so refreshing after hot days of summer, and also the breezes which blow during the day. Springs of water coming out of the limestone ledges are abundant, and the water is both pure and cold.

In the Cumberland range are also several wonderful caves, three of which are worthy of special mention. (1) The Soldiers' Cave contains many curious and wonderful limestone formations, the sight of which will repay one for a visit. (2) In King Solomon's Cave nature seems to have exerted herself to the utmost to give us a rare museum of her own relics—queer shapes of stone built through countless ages. This cave is said to rival the famous Mammoth Cave in Kentucky for variety of scenery and natural beauty. (3) The Sand Cave is most interesting. One finds here about thirty different varieties and colors of sand. The geological formation is well worth one's study, affording a unique opportunity for research and investigation.

BUILDINGS AND GROUNDS

The University owns about 792 acres of excellent limestone land, which includes a beautiful campus whose walks and drives, shaded by native and imported trees, were laid out some years ago by Col. Waring for the company that built the "Four Seasons Hotel." The entire property is controlled by the Directors of the Institution, and is used for educational purposes. All who come here are charmed with the beauty of the place.

CARNEGIE LIBRARY

This handsome, two-story building, 42x80 feet, built of beautiful pressed brick and trimmed with Indiana limestone, is the \$20,000 gift of Mr. Andrew Carnegie. It is supplied with modern conveniences expressly suited for

library uses. The second floor has been temporarily divided into class rooms; the first floor has the offices and some class rooms, while sufficient space for immediate library use is devoted to that purpose.

The library contains nine thousand volumes and receives daily papers, magazines, and other suitable periodicals. Appropriate books are added constantly. All students of the school have access to these free of charge.

GRANT-LEE HALL

Grant-Lee Hall is a new sixty-room building, equipped with electric lights, steam heat, shower baths and other conveniences. It has a beautiful location on one of the hills within the campus, and commands a view of the landscape for many miles. It accommodates about a hundred students.

AVERY HALL

Avery Hall, a good building of stone and brick, having three stories and basement, is now used as a boys' dormitory. The building has steam heat and is well supplied with baths, electric lights, toilets and lavatories. The rooms have all necessary furniture, and are airy and light. The grounds are high, well drained, and beautifully shaded; and the view of the surrounding valley and mountains is charming. Nature seldom affords a better environment.

CONSERVATORY OF MUSIC

The Conservatory of Music was formerly an elaborate residence of twenty rooms. It has modern conveniences, and contains ample space for the department of Music. The grounds, a plat of ten acres, are handsomely laid out and set with rare varieties of flowers and shrubbery.

THE AUDITORIUM

A commodious, one-story building, 60x80 feet, has been built for chapel services, lectures, and all public occasions.

It is furnished with 500 chairs and has ample platform space and stage rooms. This building is lighted by electricity. This is a temporary arrangement until the main administration building can be secured.

NORTON HALL

Norton Hall is a large four-story brick and stone building, the gift of the Misses Norton. It is one of the most beautiful and convenient buildings on the campus. All the modern conveniences are provided. The rooms are large, well lighted, and well ventilated. Ninety young ladies can be very pleasantly and comfortably quartered here. The Hall contains suitable rooms well arranged for domestic science, and this department is thoroughly equipped for efficient work.

This Hall is located on the Conservatory grounds near the Library. It is in every respect a convenient and pleasant home for young ladies.

SCIENCE HALL

This is a neat, two-story hall, built of stone and brick. It has two lecture rooms, and the chemical, physical, and biological laboratories. It contains also the geological museum. Much more space is needed both for scientific work and for our valuable and growing museum.

ELLEN M. MYERS HALL

A two-story brick building with stone foundation on a lot adjoining the campus as a graded school for students not ready to enter our preparatory classes. This hall is named in honor of Mrs. Ellen M. Myers, who did excellent work in an elementary school that prepared the way for Lincoln Memorial University.

PRESIDENT'S HOUSE

The President's dwelling is a large two-story brick building, the gift of Mrs. W. W. Smith, of New York. This

choice building is equipped with the modern conveniences, and it is situated a few yards east of Avery Hall on one of the most beautiful spots on our campus. This attractive building adds very much to the social activities of the college.

GROVE COTTAGE

Grove Cottage has been remodeled, and is used for recitation rooms.

TEACHERS' COTTAGES

On the south side of the main drive are five well constructed, neat frame cottages, supplied with all the modern conveniences, each making a comfortable home for a teacher's family. These cottages are desirable and always in great demand.

1—Swift Cottage is the gift of Mrs. Swift, of Chicago.

2—Smith Teachers' Cottage is the gift of Mr. and Mrs. Smith, of Poughkeepsie.

3—Teachers' Cottage No. 3.

4—Hillside Cottage is a two-story building situated on a pleasing elevation.

5—The Lodge, situated near the north entrance to the Conservatory grounds, is a neat and cozy six-room cottage.

STUDENTS' COTTAGES

Some years ago our students constructed a group of four eight-room, two-story frame cottages of similar design, each having a complete partition dividing it into equal parts which may be used by separate families. A small barn for the use of tenants is within reach of the cottages.

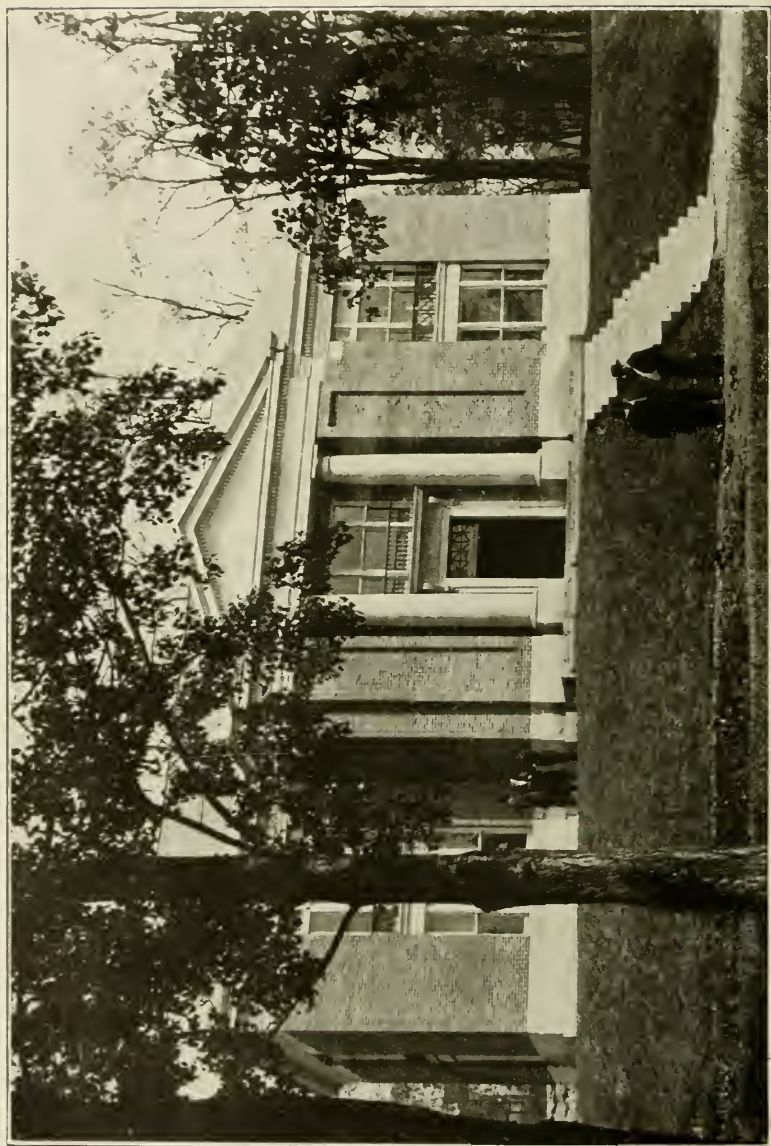
1—Smith Cottage is the gift of Mrs. Smith, of Poughkeepsie.

2—Spofford Cottage is the gift of the late Miss Emily Spofford, of Brooklyn.

3—Avery Cottage is the gift of Mrs. S. P. Avery.



THE CAVE HOUSE



4—Blackmar Cottage was erected in memory of General Blackmar.

There are also four other cottages located along the drive north of the Carnegie Library.

LINCOLN MEMORIAL UNIVERSITY CREAMERY

The University creamery has a capacity of some 400 gallons of milk a day and can produce 1200 to 1400 pounds of butter per week. Its equipment is thoroughly modern, and includes separators, churns, sterilizer for bottles, Pasteurizer, Babcock tester, automatic weighing machine, and other apparatus. Pure water is supplied from King Solomon's cave, and steam is piped to all parts of the building, furnishing sanitary conveniences. This creamery affords unusually good facilities for the practical instruction of students, and any young man who finishes the course in dairying ought to be competent to operate a modern creamery himself. This creamery, together with our high-grade dairy herd and model barn, will have much influence in developing an interest in dairying in a locality extremely well adapted to this industry.

STOCK AND DAIRY BARN

This barn is one of the largest and best barns in all this region. The stock barn is 40 x 150 feet, two stories high; and the dairy barn is 36 x 120 feet, one story high. The dairy barn accommodates fifty cows. Both sections are built of concrete and brick, and the floors are of concrete inlaid with cork brick. All the equipment is of the latest models. Careful provision has been made for ventilation and sanitation, and the dairy barn is constructed in every respect so as to meet all the requirements for the production of pure milk.

INDUSTRIAL BUILDING

This building is of concrete and wood construction, 30 x 45 feet, two stories high, equipped with power. It contains the woodworking department. Here, under competent instruction and supervision, the young men make furniture

and other articles of market value, and, by the sale of them, earn a part of their school expenses. The department is equipped with the most modern woodworking machinery.

OTHER BUILDINGS

There are on the farm eight cottages for laborers whose children attend the schools.

Good building sites may be purchased in convenient locations by those who wish to move their families here to enjoy the benefits of the school.

STUDENT LIFE

SOCIETIES AND ASSOCIATIONS

We have the Lanier and the Browning Societies for girls, and the Grant-Lee and the Philomathean Literary Societies for boys. Music Clubs are maintained for the students of the Music Department. The Young Men's Christian Association and the Young Women's Christian Association have large memberships, and students enter into the work with much enthusiasm. A Science Club was organized in the early spring of 1916.

ATHLETICS

Lincoln Memorial University encourages the interest of the students in athletics, but does not believe in such a devotion to athletics as will result in the neglect of college duties. Such games as baseball, tennis, basketball, and volley ball form a pleasant part of the college life.

WINNERS OF ANNUAL PRIZES

Bibles given by President Hubbell—First prize, Miss Ada Niceley; second prize, Mr. Harry L. Shanks.

Debater's medal given by Dr. Reese Patterson in honor of his father, Col. Robert F. Patterson—Mr. Henry Thomas.

Declaimer's medal given by Mr. H. S. Howard—Mr. Wilson Allen.

Reciter's medal given by Mr. J. Allen Robbins—Miss Della McCrary.

Orator's medal given by Mr. Warner L. Carver—Mr. Henry Thomas.

Gold Pin Contest for Boys—Mr. Henry Thomas.

Gold Pin Contest for Girls—Miss Rose Irwin.

These gold flag pins were given by the National Woman's Relief Corps.

DISCIPLINE

True education trains for citizenship; the good citizen does not act from restraint, but governs himself. Briefly, our purpose is this: to train students to govern themselves in large measure, to act from a sense of right.

The University is not a reformatory for young people too wayward for home restraints, nor does it desire the attendance of the idle or listless. This is a place of strenuous industry requiring vigor and good purpose. We seek, and will go far to help those who desire to work, to rise by their own efforts, and through patience and perseverance, to educate themselves.

We wish to give every student a fair trial; but, if after honest effort, we find that the school cannot help the student, and that his influence is harmful, he is asked to withdraw from the institution.

SUGGESTIONS TO PATRONS

After a student once enters school, it is unwise for him to leave before the regular Christmas or summer vacations. Frequent absences divert the mind from study and seriously impair the scholarship and standing of the student.

There are some objections to students' visiting the neighboring towns. Shopping in these towns may be avoided by providing the children with proper clothing before they leave home.

All who work should remain at the halls, as the work is so arranged that the absence of one interferes with the work

of others. Nor should students be absent more than the set time for regular holidays; for going away before the appointed time tends to deplete the classes, causes confusion, and creates a spirit of restlessness, all of which are detrimental to the student's progress. They should be prompt in entering after holidays, or at the beginning of a term, in order to secure the greatest benefit from the instruction offered. An extra fee of fifty cents will be charged for late registration.

Students should select their studies with the advice of their parents and the Faculty. No one is permitted to drop a study without the consent of the teacher in charge and of the Dean. Responsibility of the University for students ceases when they leave the institution. If parents, relatives or friends desiring to visit students will notify the Dean, he will gladly arrange for the visit.

·ADMISSION TO DORMITORIES

Boys fifteen years of age or older, and girls fourteen or older, are admitted as students to the dormitories. Visitors in the dormitories, as well as students and workers, must comply with the regulations thereof.

LUCY STONE READING ROOM

By the generosity of friends of Miss Stone this room was furnished as a reading room for girls in the dormitory. This library is of substantial service to those who live in Norton Hall.

AID FOR WORTHY STUDENTS

It has, as far as possible, been the policy of this institution to employ students in the cultivation of the farm, the operation of the dairy, the care of the buildings and grounds, and similar work required by the carrying on of a large school. In this way many of our students earn each year a part or all of their expenses. Ordinary labor pays from ten to eighteen cents an hour, skilled labor more. Students of superior skill and industry are given the positions of greater responsibility.

A young man with a trade is usually in demand. In addition to the work already described, the University is gradually establishing a number of industries, such as printing and woodworking, which will furnish employment to an increasing number of young men and young women.

While it is safe to say that at this institution the opportunities for a student to work his way are unusually good, the University is, of course, unable to guarantee to each student sufficient work to support himself, and it recommends that, if possible, each young man or young woman who enters the University bring with him sufficient money to support himself for a term at least. This will give the student an opportunity to become established in his school life, and to find the work for which he is best suited.

SCHOLARSHIPS

The Directors have decided that all contributions received for student help shall be turned into a Scholarship Fund, and that worthy students of marked natural ability be helped. Each beneficiary is loaned not more than fifty dollars a year on a non-negotiable note binding himself only. This note is a token of good faith and a promise that, in after years, if the student becomes able, he will pay back the amount to the University to help other deserving students. If he never becomes able, the note remains unpaid without litigation.

Each student who receives a scholarship loan agrees to the following conditions:

1st—To notify promptly the Assistant Treasurer's office of any change or changes in grantee's address which may occur before the note is paid.

2nd—To repay the loan when due if possible.

3rd—To renew the note promptly if unable to pay it.

4th—To pay interest from the date of the first renewal made after grantee leaves Lincoln Memorial, until the note is paid.

Those who desire scholarships, and who expect to remain in school at least one year, should write the President for ap-

plication blanks. Our field of usefulness is large, but limited by lack of means. Philanthropic men and women cannot make a better investment than to aid the boys and girls of the mountains.

EXPENSES—TUITION

Many young men and women, like Lincoln, "thirst for knowledge but lack opportunity." Lincoln Memorial University supplies the long-sought opportunity. By careful economy and by the generosity of friends of the school, expenses here are exceptionally low, thus affording the self-supporting student, or the one of limited means, an opportunity to secure an education at a nominal cost. This means that the salaries of our teachers are the free gifts of generous friends of education.

A fee of \$6.00 a term of twelve weeks is charged students in the first and second preparatory years; \$7.00 a term for the third and fourth preparatory years and \$8.00 a term for all college years; and like charges for corresponding years in the Normal and Agricultural Departments. No student is enrolled for less than six weeks and one-half term is the minimum tuition charge, unless the student prefers to pay tuition at the rate of 35 cents a day, which is counted as the actual per diem cost to us for instruction in preparatory and college departments.

An incidental fee of 40c per term will be charged each student. This fee must be paid in cash. The money thus raised is to be appropriated for periodicals for the library, athletics, and other student activities.

TERMS OF PAYMENT

Tuition and room-rent are paid in advance for one term of twelve weeks, or satisfactory arrangement must be made with the President. Students entering after Christmas pay tuition and room-rent to the end of the spring term. Board is payable in advance for one month. Students who work to pay expenses settle on entrance for tuition and room-rent for a term of twelve weeks and for board for one month.

TRANSPORTATION

The university provides means of transportation for passengers and baggage between the stations and the University.

WHAT EACH STUDENT SHOULD BRING

Rooms in the dormitories are lighted, heated, and furnished with table, chairs, bed with springs and mattress, wardrobe, washstand, and dresser. Other furnishings, as table covers, all bed clothes, pillow, towels, napkins, combs and brushes, are provided by the student. It is well to bring umbrella, overshoes, rugs, Bible and other suitable books.

SPECIAL EXPENSES

Piano under Director, eight lessons a month	\$ 4.00
Piano under Assistant, eight lessons a month	3.50
Piano with Pupil Teacher, eight lessons a month	2.75
Harmony, eight lessons a month	3.50
Composition in Music, eight lessons a month	3.50
Acoustics in Music, eight lessons a month	3.50
Counterpoint, eight lessons a month	3.50
Musical Form, eight lessons a month	3.50
Vocal Music, eight lessons a month	4.00
Wind Instruments, eight lessons a month	3.50
Piano rent, one hour daily per month	1.50
Violin, two lessons per week	4.00
Typewriting, twelve weeks	6.00
*Bookkeeping or Shorthand, twelve weeks	18.00
(for both and no charge for Literary Branches)	36.00
Books for Bookkeeping Course, complete, about	7.00
Books for Shorthand Course, complete, about	4.00
Laboratory Fee for Physiology, Zoology, or Botany, twelve weeks, each	1.00
Laboratory Fee for Elementary Physics or Elementary Chemistry, twelve weeks, each	2.00
Laboratory Fee for College General Chemistry, for Analytical Chemistry, Agricultural Chemistry, or Advanced Physics, twelve weeks	3.00
Laboratory Fee for Geology I, twelve weeks	1.00
Breakage Deposit for Chemistry	2.00
Domestic Science Fee for cooking material, twelve weeks...	3.00
Forestry tuition for twelve weeks	10.00
Law tuition for twelve weeks	30.00

* See also page 71.

ESTIMATED EXPENSES FOR TWELVE WEEKS

Tuition and Laboratory Fees (regular)	\$ 5.00 to \$10.00
Room-rent in Dormitory	8.00 to 10.00
Laundry	3.00 to 4.00
Books and Stationery	5.00 to 7.00
Board in the Halls	36.00 to 36.00
Incidental Fee40 to .40

Estimated total\$57.40 to \$67.40

BOARD

Board is maintained in Avery Hall and in Norton Hall at the rate of \$3.00 a week, payable in advance each calendar month. Our purpose is to furnish board at as low a rate as possible to students. Some young men secure rooms and board in private families.





DAIRY BARN



STOCK BARN FROM REAR

COLLEGE ENTRANCE REQUIREMENTS

Fourteen units of high school work, a unit being considered as a course of study covering a school year of not less than thirty-six weeks, with five recitation periods a week of at least forty minutes each.

I. The following $10\frac{1}{2}$ units are required:

English (Composition and Literature)	3	History	1
Algebra to quadratics	1	Physics or Chemistry, or Biology (with laboratory work)	2
Algebra, quadratics and beyond	$\frac{1}{2}$	*Latin, French, German, or Spanish	2
Plane Geometry	1		

II. At least two additional units must be selected, and $3\frac{1}{2}$ may be selected from the following:

Algebra, reviewed and completed	$\frac{1}{2}$	Spanish	1
Solid Geometry	$\frac{1}{2}$	English (4th unit)	1
Beginner's Latin	1	History	1 or 2
Cæsar	1	Civics	$\frac{1}{2}$ or 1
Cicero's Orations	1	Commercial Geography.	$\frac{1}{2}$ or 1
Virgil	1	Physiography	$\frac{1}{2}$ or 1
Elementary French	1	Zoology	1
Second Year French	1	Physiology	1
Elementary German	1	Botany	1
Second Year German	1	Physics	1
		Chemistry	1

III. $1\frac{1}{2}$ units may be selected from the following:

Agriculture	$\frac{1}{2}$ or 1	Rural Sociology	$\frac{1}{2}$ or 1
Bookkeeping	$\frac{1}{2}$ or 1	Music	1
Business Law	1	Education	1
Household Arts	1	Forestry	1
Manual Training	$\frac{1}{2}$ or 1	Stenography	1

* If Latin is offered for admission to the A. B. course, not less than 2 units must be offered.

A. B. DEGREE

The 60 hours required for the A. B. degree are as follows.
Each college subject is taught three hours a week for 36 weeks:

English	6 hours	Education	3 hours
Mathematics	6	Domestic Science (for	
Latin, German, French,		girls)	3
Spanish	9	Electives (for girls) ..	18
Science	9	Electives (for boys) ..	21
History	3	—	
Philosophy	3		60 hours

*REQUIRED SUBJECTS:

ELECTIVES

FRESHMAN YEAR

English I	3 hours
Mathematics I	3
Geology I	3
History I	3
Latin I, or French I,	
or Spanish I, or Ger-	
man I	3

SOPHOMORE YEAR

English II	3 hours
Mathematics II	3
Chemistry II	3
Latin I or II, French I	
or II, German I or	
II, Spanish I or II..	6

JUNIOR YEAR

Physics III	3 hours
Psychology III	3
Education	3
Electives	6

SENIOR YEAR

(Choose five electives, 15 hours)

English III	3 hours
English IV	3
Mathematics III	3
Latin I	3
Latin II	3
Latin III	3
Greek I	3
Greek II	3
Greek III	3
German III	3
French II	3
Astronomy	3
History II	3
History III	3
Biology III	3
Chemistry I	3
Sociology	3
Pedagogy	3
Political Science	3
Economics	3
Bible III	3
Agriculture I	3
Agriculture II	3
*Domestic Science	3
**International Rela-	
tions	2

* Girls must elect Domestic Science, and may take it in any year.

** Given only in the summer term.

B. S. DEGREE

***The 60 hours required for the B. S. degree are as follows:

English	6 hours	Philosophy or Educa-	
Mathematics	9	tion	3 hours
German	9	Domestic Science (for	
French	3	girls)	3
Science	12	Electives (for girls) .	12
History	3	Electives (for boys) .	15

REQUIRED SUBJECTS:*60 hours****FRESHMAN YEAR**

English I	3 hours
Mathematics I	3
Geology I	3
History I	3
German I	3

SOPHOMORE YEAR

English II	3 hours
Mathematics II	3
Chemistry II	3
German II	3
French I	3

JUNIOR YEAR

Psychology III	3 hours
Physics III	3
Mathematics III	3
German III, or French	
II	3
Electives	3

SENIOR YEAR

(Choose five electives, 15 hours)

ELECTIVES

English III	3 hours
English IV	3
French II	3
Astronomy	3
Physics II	3
Biology III	3
Chemistry I	3
History II	3
History III	3
Bible III	3
Sociology	3
Pedagogy	3
Political Science	3
Agriculture I	3
Agriculture II	3
Economics	3
*Domestic Science	3
†Education IV	3
**International Rela-	
tions	2

* Girls must elect Domestic Science.

† Those wishing a state teacher's certificate on the basis of their degree must choose Education.

** Given only in the summer term.

*** Approved students who complete the premedical course, page 32, will be given our B. S. degree when they have taken successfully two additional years' work (30 session-hours) in any A-grade medical college.

PREMEDICAL COURSE

Beginning January 1, 1918, all A-grade medical colleges made two years of college work, in addition to a 14-unit High School course, the minimum entrance requirement for admission to their four-year medical course. Two years of Chemistry, one of Physics, one of Biology and a reading knowledge

of French or German are required subjects and others (as higher Mathematics and Psychology) are strongly urged.

To meet this requirement of all first-class medical colleges, we offer a two-year pre-medical course. This course when completed will admit without examination to any A-grade medical college. Any approved student who takes this course will be granted our B. S. degree when he furnishes evidence of having completed two years (30 session-hours) additional work at any A-grade medical college.

Fifteen standard High School units are required for entrance to our pre-medical course.

FIRST YEAR

English I	3 hours
Mathematics I	3
Chemistry I (2 hrs. rec. 4 hrs. lab.)	4
Psychol. III or Hist. I.	3
Germ. I or French I	3

SECOND YEAR

Chem. II (a) Analyt. (4 hrs. lab.)	} 2 hours
(b) Organic (2 rec.)	
Physics III (2 rec. 4 lab.)	4
Biol. III (2 lect. 4 lab.)	4
Mathematics II	3
Germ. II or French II.	3

*FOUR-YEAR COURSE IN AGRICULTURE

FRESHMAN

FALL	WINTER	SPRING
The Farm I	Study of Breeds I	Stock Judging I
English I	English I	English I
Analytical Chemistry	Analytical Chemistry	Anal. Chemistry
German I or French I	German I or French I	German I, French I
Mathematics I	Mathematics I	Mathematics I

SOPHOMORE

FALL	WINTER	SPRING
Farm Crops II	Farm Crops II	Farm Forestry II
Surveying	Farm Accounts	Bacteriology II
English II	English II	English II
Botany	Botany	Zoology
German II, or French II	German II, or French II	German II, or French II

JUNIOR

FALL	WINTER	SPRING
Feeds and Feeding III	Feeds and Feeding III	Gardening III
Dairying III	Soils III	Soils III
Geology	Geology	Geology
Farm Management III	Farm Management III	Farm Management III
History I	History I	History I

* Prerequisite: fourteen units of High School work.

SENIOR

FALL	WINTER	SPRING
Principles of Stock Breeding IV	Diseases of Animals IV	Diseases of Plants IV
Farm Mechanics	Farm Buildings	Meats
Rural Economics IV	Markets and Marketing IV	Cooperative Associations IV
Education	Education	Education
Entomology	Poultry	Orcharding

REQUIREMENTS FOR A DEGREE

In the regular College courses, the requirements for a degree are sixty session-hours of credit above our Preparatory course, selected as indicated in the courses of study. Fractions of courses will not be counted in the final estimate of units and session-hours.

Students coming from other colleges are to spend a year in residence or more as needed.

The degree of Bachelor of Arts is conferred upon those who complete the Classical Course. Fee, \$5.

The degree of Bachelor of Science is conferred upon those who complete the Scientific Course, or who take the Premedical Course here and in addition 30 session-hours at an A-grade medical college. Fee, \$5.

The degree of Bachelor of Science in Agriculture is conferred upon those who complete the Agricultural Course. Fee, \$5.

The degree of Master of Arts is not given in course by this University, but in some lines, as in local history and in some phases of English and in a few other fields where the Faculty of the University can provide satisfactory supervision and instruction, the degree will be granted to A. B. graduates of this or other standard institutions upon the satisfactory completion of a one year's course of study, in residence, with suitable readings and recitations, and a thesis carefully worked out, covering six months of investigation in the approved field. Fee, for diploma, \$5.

The degree of Bachelor of Music is conferred upon those who complete the Music Course. Fee, \$5.

An appropriate Diploma is given those who complete the Commercial Course, or the short Agricultural Course. Fee, \$2.

STATE TEACHERS' CERTIFICATES

This University is fully accredited by the State Superintendent of Tennessee. He will, upon the recommendation of a candidate by the President, issue certificates to our A. B. and B. S. graduates: (a) Elementary—To those who elect one year's work in Education; (b) Five-year High School—To those who elect three years' work in Education and Psychology and who have had eight months' experience in teaching.

SUMMER SESSION

FOUR TERMS TO THE YEAR

We have, for the past eight years, had four twelve-week terms in the year, as the circumstances of this portion of the country, and the needs of our patronage, are such as to justify us in keeping the college door always open. The advanced age at which the majority of our students enter, and the consequent greater maturity of their powers, the necessity of economizing their time in finishing their schooling, and the fact that many can go to school better in the summer than in the winter, make it important that there shall be four full terms of twelve weeks each. This change was first made in the summer of 1911; we made the experiment and the result was so satisfactory that the University is now fully committed to four terms to the year instead of three. The work of the fourth term is regular work in the college and preparatory classes, counting credits for graduation as in any other term. In this way a student can take the full four years' course in three years.

Courses of Instruction

COLLEGE DEPARTMENT

AGRICULTURE

PROFESSOR NEW

GENERAL STATEMENT—The aim of the Agriculture Course is to give the student the fundamental scientific principles that underlie the subject, to train him in business and cultural subjects so that the individual may become a useful and efficient citizen of his community, and to give skill and efficiency in practical farm work.

FOUR-YEAR COURSE

The regular Agriculture Course begins in the Freshman year in the College, and leads to a B. S. Degree in Agriculture for the four years' work. This course, which is quite general the first two years, becomes deeper, broader, and more specific the last two years. In each subject there are three recitations and two laboratory periods per week.

I. (1) The Farm. A broad course in the study of agricultural environment, treating in a general way of all farm enterprises. The University Farm is visited. A limited amount of laboratory work will accompany this course. Text: Warren's Elements of Agriculture.

AGRONOMY.—

Farm Crops:

II. (1) Cereal Crops: The history, culture, uses, and distribution of the principal cereal crops. Laboratory study of the principal types and varieties. Prerequisites: The Farm, and Botany. Text: Hunt's Cereals of America (Orange, Judd Co.).

II. (2) Forage Crops: Lectures and recitations on the characters, use and production of the principal forage crops, and the management of meadows and pastures. Prerequisites: The Farm and Botany. Text: Hunt's Forage and Fiber Crops (Orange, Judd Co.).

Soils:

III. (2) Physical and Geological Properties of Soils: This course deals with the origin of soil, methods of formation, and its mechanical composition and classification; its physical condition and factors relating to its moisture and osmosis, diffusion, temperature and aeration. Prerequisites: Chemistry and Geology. Text: Burkett: Soils (Orange, Judd Co.).

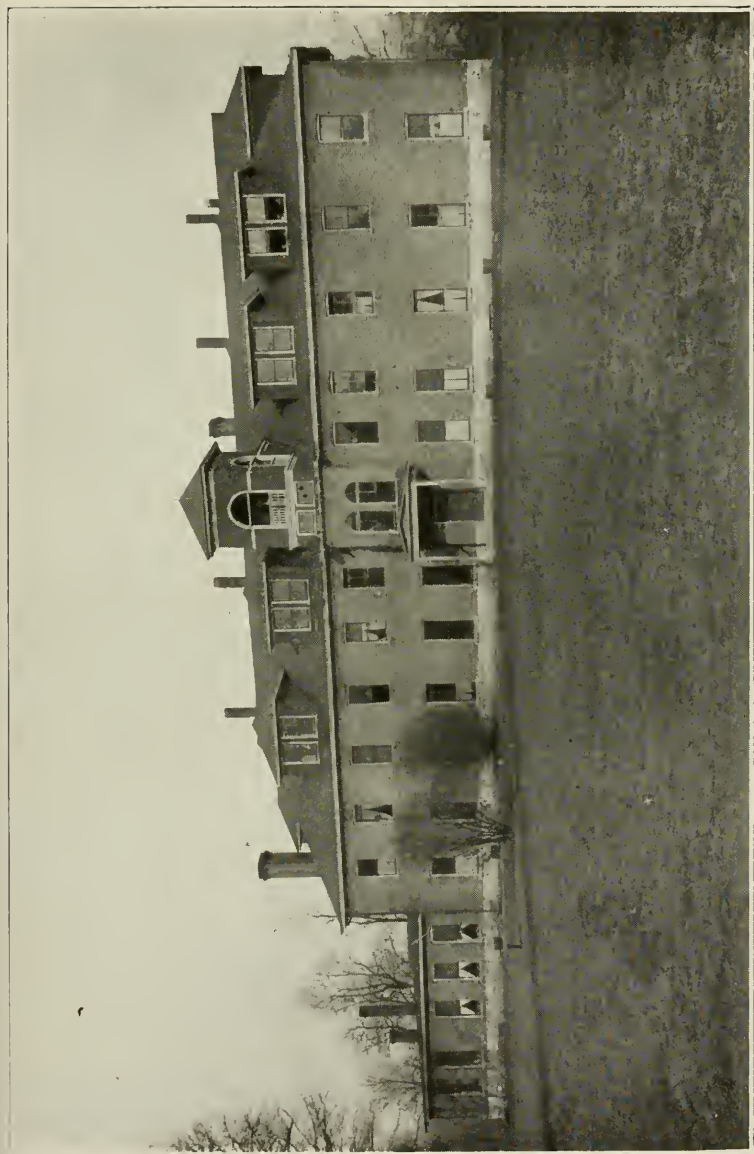
III. (3) Chemical Properties of Soils: The effect of natural and supplied fertility upon the yield of various crops; effect of different crops upon the soil and following crops; and the composition and value of the different manures and fertilizers. Laboratory exercises will accompany both courses in Soils. Prerequisites: Chemistry and Geology. Text: Van Syke (Orange, Judd Co.).

HORTICULTURE.—

IV. (3) Orchardling: A detailed consideration of orchard management with especial reference to the tree fruits best adapted to Tennessee. Practical use of insecticides and fungicides will be made on the orchards of the University Farm. Prerequisites: Bacteriology and Entomology. Text: Green's Popular Fruit Growing (Webb Pub. Co.).

III. (3) Gardening: The principles of vegetable growing, including the culture, economic value and botanical relations of garden vegetables will be given. A practical vegetable garden will serve as laboratory work for this course. Text: Watt's Vegetable Gardening (Orange, Judd Co.).

IV. (3) Diseases of Plants: Bacterial diseases of plants and the fungicides which tend to control these diseases. Prerequisites: Botany and Bacteriology. Duggar: Fungus Diseases of Plants (Ginn).



AVERY HALL



NORTON HALL.

II. (3) Bacteriology: This course covers the fundamental principles of Bacteriology, with special reference to Agriculture, household science, sanitation, and infectious diseases. Prerequisites: Botany and Zoology. Conn: (Orange, Judd Co.).

IV. (1) Entomology: The economic influence of beneficial and detrimental insects on the farm will be studied. Attention will be given to insecticides which aid in controlling these pests. Prerequisite: Zoology. Weed: Zoology (Orange, Judd Co.).

ANIMAL HUSBANDRY.—

I. (2) Study of Breeds: A comprehensive course, taking up the types, breeds, and breeding of horses, cattle, sheep, swine, and poultry. Text: Hunt and Burkett's Farm Animals (Orange, Judd Co.).

I. (3) Stock Judging: Practice will be given in judging horses, cattle, sheep, and swine.

III. (1) Feeds and Feeding: The general principles of animal nutrition, including the study of feeding standards, the common grain and commercial feeds, the formulation of rations and the like. Prerequisite: Chemistry. Henry: Feeds and Feeding (Orange, Judd Co.).

III. (2) Feeds and Feeding: Continuation of III (1).

III. (1) Dairying: The breeds of dairy cows, creamery and barn equipment, and the production, care, and testing of milk and its products: Prerequisites: Chemistry and Bacteriology. Text: Grobenfeldt: Modern Dairy Practice (Orange, Judd Co.).

IV. (2) Poultry: Breeds and breeding of all classes of poultry will be studied, including the origin, characteristics, and domestication of the various breeds. Special attention will be called to methods of feeding. Text: Robinson's Poultry Culture (Ginn).

IV. (1) Principles of Stock Breeding: A general outline of the principles of heredity as applied to the breeding of animals, with a study of animal form, origin and formation

of breeds, crossing and grading; an outline of the methods of registration; and the study of records and pedigrees. Shaw: (Orange, Judd Co.).

IV. (2) Diseases of Animals: The causes, symptoms, diagnosis of diseases of cattle, sheep, swine and horses will be studied. Prerequisite: Biology. Text: Mayo's Diseases of Farm Animals. Burkett: Farmer's Veterinarian (Orange, Judd Co.).

IV. (3) Meats: Market methods of butchering, cutting curing, and preserving meats, taken up from a practical standpoint.

FARM MANAGEMENT.—

II. (1) Farm Management: A course designed for students who have had considerable farm experience. It consists of lectures, recitations, and laboratory practice. Excursions to neighboring farms will be made. Farming as a business; farm layout; efficient use of labor, horses, and machinery; use of capital and credit. Prerequisite: The Farm. Text: Warren's Farm Management.

III. (2) Farm Organization: Labor income; size, diversity and production of business; building arrangement; cost of marketing; choosing and buying a farm; ways of starting farming, etc. Text: Warren's Farm Management (Macm.).

III. (3) Types of Farming in the United States: A study of the types and methods of farming best adapted to different sections of the United States, and of the natural and economic conditions that make these types best. U. S. Reports.

AGRICULTURAL ENGINEERING.—

IV. (1) Farm Mechanics: This course treats of the principles of mechanics underlying the construction of ordinary farm and power machinery. Laboratory exercises will accompany this course. Prerequisites: Physics and Freshman Mathematics. Davidson: Farm Machinery (Orange, Judd Co.).

IV. (2) Farm Buildings: The construction of farm buildings will be studied. The plans, cross and longitudinal sections, and elevations of buildings will be made. Also a bill of material. Eklaw: Farm Buildings (Orange, Judd Co.).

RURAL ECONOMICS.—

IV. (1) Rural Economics: A study of the factors underlying the present conditions in rural communities at home and abroad. The course does not consider the economic problems of the individual farm (farm management), but attempts to point out the forces at work in shaping the agriculture of the world along both economic and social lines. Lectures by the Instructor and Reports by the students. Prerequisite: Farm Management. Cowes: Rural Economy (Ginn).

IV. (2) Markets and Marketing: A study of the distribution of products, markets, the requirements and methods of marketing, and the course of prices, with special reference to agricultural products. U. S. Reports.

IV. (3) Co-operative Associations: A study of co-operation, primarily for economic ends, in its general principles, in its historical setting, and in its practice. Special reference will be made to agriculture and the conditions prevailing in the United States. Poe: How Farmers Co-operate (Orange, Judd Co.).

BIOLOGY

PROFESSOR NEW

"The time has come when one cannot be a good citizen without some knowledge of biology. The person who does not believe in vaccination or in the so-called 'germ theory' of disease, or in quarantine, who fights against taxes to improve the water supply, or to dispose of sewage or to get rid of malarial mosquitoes, who opposes the appointment of health officers, or the scientific inspection of milk and other foods, or the medical examination of school children, is not

only an ignoramus, but he is also a bad citizen."—Yale Review, April, 1917.

BIOLOGY III—Two hours, lecture work; four hours, laboratory.—Prerequisite, Biology B and Chemistry D.—An advanced course including both Zoology and Botany, and with some attention to pathogenic bacteria, as well as to the harmless or useful forms. Text-books: Linville and Kelly's Zoology; Bergen and Davis' Botany.

CHEMISTRY

PROFESSOR SMITH

MR. CRAWFORD

I. GENERAL INORGANIC CHEMISTRY.—Lectures, laboratory exercises, and recitations. Three hours a week through the year. Text: Kahlenberg's "Outlines of Chemistry" (Macmillan).

Ia. GENERAL INORGANIC CHEMISTRY.—Laboratory exercises for the student. Four hours a week through the year. Text: Laboratory exercises accompanying Course I.

II. QUALITATIVE ANALYSIS.—Five hours a week during the fall and winter terms. Text: Treadwell's "Analytical Chemistry" (John Wiley & Sons).

IIa. QUANTITATIVE ANALYSIS.—Lectures, reports, and exercises covering gravimetric analysis. Five hours a week during spring term. Text: Mahin's "Quantitative Analysis" (McGraw-Hill).

III. QUANTITATIVE ANALYSIS.—Volumetric analysis and electrolytic determinations. Inspection trips, reports on assigned reading. Five hours a week during fall term.

IIIa. ORGANIC CHEMISTRY.—Lectures, recitations, and laboratory exercises. Five hours a week during winter and spring terms. Text: Norris' "Organic Chemistry" (McGraw-Hill).

IV. INDUSTRIAL CHEMISTRY.—Lectures and reports. An inspection trip during each term covering a wide range of manufacturing and mining enterprises. Three hours a week

during the year. Text: Thorpe's "Outlines of Industrial Chemistry."

IVa. INDUSTRIAL CHEMISTRY.—Laboratory exercises and preparation of commercial substances such as: Dyes and dye-stuffs, paints, varnishes, stains, organic compounds. Five hours a week during the year. Text: Alan Rogers' "Laboratory Manual."

NOTE:—Much of the work of courses III to IVa depends upon the attainment of the individual. These courses are given, therefore, as far as possible continuously to meet the requirements of all students.

ECONOMICS

PROFESSOR FOWLER

I. (a) ECONOMIC PRINCIPLES.—The first half of the year will be devoted to the study of the economic principles, viz: Elements of Value and Price; Usance and Rent; Valuable Human Services, and Wages; Time-Value and Interest; Enterprise and Profit; and Dynamic Changes in Economic Society.

I. (b) MODERN ECONOMIC PROBLEMS.—During the second half of the year modern economic problems will be taken up for study; such as, Banking and Insurance, Problems of the Wage System, and Problems of Industrial Organization. All through the course attention will be given to the discussion of practical economics, dealing with the economic questions that confront citizens of this particular region.

Fetter's Economics will be used as a basis for this work, supplemented by informal lectures, discussions and reports by members of the class.

EDUCATION

PROFESSOR FORD

III. PSYCHOLOGY.—First half of the college year. Three hours per week. This course is a general survey of the main facts and laws of mental life. Its aim is to provide a basis

for those subjects which deal with human activity. The method comprises a study of the textbook, reinforced by personal experience and assigned readings. Textbook: Angell (Holt).

III. ETHICS.—Second half of the college year. Three hours per week. This course will cover the growth of the moral idea, the analysis of conduct on the personal side, and the analysis of social conduct. Attention will be centered on political rights and duties; production, distribution, and ownership of wealth, and finally the relationship of family life to social institutions. Textbook: Dewey and Tufts.

III. Alternate. (a) HISTORY OF EDUCATION.—Three hours per week. The aim of this course is to show how educational systems have answered the needs of people in ancient, mediaeval and modern times. These various systems of education are considered in relation to present needs and educational practices. First half-year. Textbook: Monroe.

III. (b) PRINCIPLES OF EDUCATION.—Educational problems, needs, aims, course of study, application of psychology and sociology to educational problems, and discipline. The second half year, three hours per week. Textbook: Monroe's Principles of Education.

IV. (a) METHODS OF TEACHING IN THE HIGH SCHOOL. A discussion of the selection and organization of subject matter in the High School, and the methods by which it may be presented to the pupil. Fall term. Three hours per week. Textbook: Parker, Methods of Teaching in the High School.

IV. (b) SCHOOL ADMINISTRATION.—Winter term. Three hours per week. This course deals with duties of principals, teachers' meetings, school equipment, rights and duties of high school teachers, powers of the school board, and the high school as a social center. Some attention will be given to the school laws of the State of Tennessee. Textbook: Cubberley's Public School Administration.

IV. (c) OBSERVATION AND PRACTICE TEACHING.—Spring term. Three hours per week. This course will cover written observation, practice teaching, assigned readings on

special topics. Textbook: Colvin's Introduction to High School.

IV. Alternate. (a) APPLIED PSYCHOLOGY.—This course will cover special abilities and disabilities, mental measurements, individual and group experiments, influence of heredity, family inheritance, efficiency and learning, influence of sex and age, environmental conditions, work, fatigue, rest and sleep, mental effects of drugs and stimulants, psychology and the workshop, and psychology of the social worker. First half year. Three hours. Textbook: Hollingworth and Poffenberger's Applied Psychology.

IV. (b) INTRODUCTION TO PHILOSOPHY.—The aim of this course is two-fold. First, it seeks to help stimulate independent reflection on problems and to learn the language of philosophy. It seeks to understand life and to enrich its scope and depth, and at the same time to define its ideal and destiny. Second half year. Three hours per week. Textbook: Jerusalem's Introduction to Philosophy.

THE W. N. BEST SCHOOL OF ENGINEERING

PROFESSOR SMITH

PROFESSOR SMALL

The courses in Engineering have a two-fold plan in view. First, to fit the student for doing well most of the problems of engineering which are in engineering practice; second, to lay the foundation for further investigation during a two-year period.

MECHANICAL ENGINEERING.—Aside from the regular textbook work offered in this course the laboratory work in mechanical engineering includes a study at first hand of steam engines, gas engines, turbines, pumps, steam power plants, inspection trips to water developments, and steam power plants, a study of metals and heat treatment of metals in the new Best laboratory and shop.

CIVIL ENGINEERING.—This course familiarizes the student with the use of the transit, the "Y" level, tape, rods as used in practical land surveying, surveying of farms and platting

of fields, surveying of roads and showing them on maps, making of contour maps, making of plans showing the elevation of lowlands and working out a system of drainage. Blue printing is taught to all engineering students.

ELECTRICAL ENGINEERING.—In this course, the student takes up a study of motors, dynamos, storage batteries (they will be repaired, recharged, and rebuilt), telephones, telegraph, house wiring, transmission lines, transformers and electric systems of automobiles. The course includes inspection trips to some of the power plants of Tennessee and Kentucky.

CHEMICAL ENGINEERING.—The student first takes a thorough, intensive course in General Chemistry then the work is given as follows: Qualitative Analysis until the principles of accuracy, cleanliness, and rapidity are mastered. Both organic and inorganic compounds are analyzed for the substances present. Ores of various metals are studied. Analysis of foods for fats, carbohydrates, and proteins, also the analysis of farm products, corn, hay, etc., and the examination of commercial canned goods for adulterants form an important phase of the work. Paints and pigments, dyes and dyestuffs are prepared. An inspection trip is taken covering from six to ten days, during which a study is made of as many different types of industries as possible.

COURSE

FRESHMAN YEAR: (For all courses)	Mathematics I	3 hours
	a. College Algebra	
	b. Trigonometry	
	Chemistry	
	I. General Inorganic	3 hours
	II. Qualitative Analysis	2 hours
	Modern Language	
	French I, German I. or Span-	
	ish I	3 hours
	Geology I	
	General Geology	3 hours
	English I	
	Advanced Composition	3 hours
	Engineering Drawing I	
	Elementary Mechanical Draw-	
	ing	3 hours



PRESIDENT'S HOUSE



STUDENT COTTAGES

SOPHOMORE YEAR Chemical Engineering	Mathematics III	
	Calculus	3 hours
	Physics III	
	General Physics	3 hours
	Engineering Drawing II	
	Descriptive Geometry	3 hours
	Chemistry	
SOPHOMORE YEAR Civil Engineering	IIa. Quantitative Analysis . . .	2 hours
	IV & IVa. Industrial Chemis- try	6 hours
	Mathematics III	
	Calculus	3 hours
	Physics III	
	General Physics	3 hours
	Engineering Drawing II	
SOPHOMORE YEAR Mechanical Engineering	Descriptive Geometry	3 hours
	Civil Engineering II	
	Land Surveying	3 hours
	Topographic Surveying and Topographic Drawing	3 hours
	Leveling	1 hour
	Mathematics III	
	Calculus	3 hours
SOPHOMORE YEAR Electrical Engineering	Physics III	
	General Physics	3 hours
	Engineering Drawing II	
	Descriptive Geometry	3 hours
	Machine Sketching	2 hours
	Shopwork II	
	Foundry, and Pattern Mak- ing	3 hours
	Civil Engineering II	
	Surveying	3 hours
	Mathematics III	
	Calculus	3 hours
	Physics III	
	General Physics	3 hours
	Shopwork II	
	Machine work, and Advanced Machine Work	4 hours
	Engineering Drawing II	
	Descriptive Geometry	3 hours
	Civil Engineering II	
	Surveying	3 hours

ENGLISH

PROFESSOR WISE

FRESHMAN.—Three hours a week. Required in the A. B. and B. S. courses. Rhetoric and Composition are reviewed

and studied more intensively than was possible in the high school course. By means of daily and weekly compositions the principles of the text book are applied and the student's style is developed. Literary appreciation is taught by the study of masterpieces.

Textbooks: Brown and Barnes, *The Art of Writing English* (Am. Book Co.); Greever and Jones, *Century Handbook* (Century Co.); *The Atlantic Classics* (The Atlantic Monthly Co.); Maxcy, *The Brief*.

SOPHIOMORE.—Three hours a week. Required in the A. B. and B. S. courses. A survey of the entire field of English literature is made and the history of the various types of literature is traced.

Textbooks: Young, *Introduction to the Study of English Literature* (Putnam); *The Cambridge History of English Literature* (Putnam) for reference and report; Greenlaw-Hanford, *The Great Tradition* (Scott, Foresman & Co.).

JUNIOR.—Three hours a week. Elective in A. B. and B. S. courses. The development of the novel. The short story. The romantic movement.

Textbooks: Cross, *Development of the English Novel* (Macmillan); Phelps, *The Advance of the English Novel* (Dodd, Mead & Co.); Baker, *The Contemporary Short Story* (D. C. Heath); Page, *British Poets of the Nineteenth Century* (Benj. H. Sanborn & Co.).

SENIOR.—Three hours a week. Elective for Juniors and Seniors.

Fall Term—Chaucer, *Prologue*, *Knight's Tale*, *Nun's Priest's Tale*.

Winter Term: The development of the drama. This course covers the Elizabethan period to the close of the theatres in 1642.

Spring Term: Tennyson, Browning, a chronological study of their works.

SENIOR (Alternate Course)—Shakespearean Tragedy: *Macbeth*, *Hamlet*, *Lear*, *Richard III*, *Othello*, *Julius Cæsar*,

Romeo and Juliet. Careful study of plot, dramatic movement, and character development.

FORESTRY

PROFESSOR CLAXTON

The aim of the course in Forestry is to develop men, through a short intensive training, for positions of forest rangers in national, state, or private forestry.

The course will cover three terms of twelve weeks each at the University, beginning with the Fall Term. Arrangements are made for the forestry students who prove themselves capable, to spend three or four months during the summer in practical work on forest reserves for which they will receive a salary of \$50.00 to \$75.00 a month.

The University will give theoretical and practical training in the subjects outlined below. The practical work of cruising, marking timber, scaling logs, and mapping is carried forward on the University's forest tract of 2080 acres, lying about two miles from the Campus. Here the students will have the opportunity of studying portable saw mill operations and gather valuable data for the construction of volume and yield tables. The practical work of reforestation will begin in the Spring Term on a portion of the logged-over area of the forest tract. During the term the boys will receive their practical experience in planting, the selection of species for forest sites, and the care of the young stock.

This course is offered to young men who have successfully completed at least a High School course, and who are mature enough to appreciate the work. The man who chooses forestry will have little time for outside studies. The relating sciences, such as botany, although not taught in the Forestry Department, will be available to students of the Department, through the courses given in the Science Department.

FIRST TERM (FALL)

DENDROLOGY.—A study of the characteristics, and iden-

tification by leaf, of the important hardwood trees of the United States. Recitation and field work.

FOREST MENSURATION.—A study of the methods of measuring the volume of logs and standing timber, the construction of volume and yield tables, and the study of increment. Recitation and field work.

SILVICS AND SILVICULTURE.—The science of forestry, including the methods of cutting and management of a forest to secure sustained yield. Silvics deals with the factors influencing tree growth. Recitation and observation trips.

SCALING AND GRADING LOGS.—The practical application of forest mensuration. Field work in log scaling, making deductions for defect, and grading.

TIMBER ESTIMATING OR CRUISING.—A practical field course in determining accurately the amount of standing and "commercial-down" timber on a forest tract, by methods employed by the Forest Service, together with securing data for maps, reports, etc.

SECOND TERM (WINTER)

WOOD TECHNOLOGY.—A course on the physical and structural properties of wood, with identification of the important commercial species. This course will include a study of the important forest-product-using industries, as paper, naval stores, wood distillation, etc. Recitation, lectures and laboratory.

DENDROLOGY.—A study of the characteristics of the hardwood trees, completed with bud and twig identification, and the beginning of the study of conifers. Recitation and field work.

FOREST PROTECTION.—This course will include methods of fire protection together with the study of damages done by insects, fungi and animals. Recitation, lectures, field work.

LOGGING AND SAW MILLING.—A course combining statistics with first hand observation. It is planned that a trip will be taken to a large modern logging operation and band mill

when the students will have the opportunity of following the logs from the stump to the finished product. Notes will be taken in the field on methods of stream logging and cost data. At the mill there will be scale studies made and the whole process of manufacture from the log pond to the lumber pile studied. On return to the University a report covering both the logging and milling will be prepared and turned in for grade.

LUMBER GRADING.—The study of the principles underlying lumber grading together with a study of the grades of a few of the most important hardwood and conifers. On the logging trip the men will have an opportunity to practice lumber grading at the mill. Recitation and lectures.

LUMBER YARD MANAGEMENT.—A study of the method of trying out lumber yards and stocking lumber in small operations. This course is designed for the information of men operating portable mills.

THIRD TERM (SPRING)

DENDROLOGY.—The conifers, characteristics and identification. Recitation and field work.

SEEDING AND PLANTING.—The study of the methods of organization of a forest nursery and care of stock. Methods of artificial regeneration with field work in planting cut-over land. Recitation, lecture, and field work.

FOREST SURVEYING.—The use of the transits, level, and traverse-board in topographical surveying. A practical field course with lectures covering basic principles. The students will learn how to make maps and solve practical field-surveying problems in construction. The public land survey system will be studied. Lecture and field work.

FOREST MANAGEMENT AND VALUATION.—A general course covering the points a forest ranger should know about the management of timber for sustained yield. The problems of correct forest taxation, assessment and presentation of damages, and general consideration of capital and interest in

connection with growing forests will be taken up in the study of forest valuation. Recitation and lecture.

FOREST IMPROVEMENT.—A course in the construction of trails, telephone lines, fences, and blasting. Field work and recitation.

FOREST LAW.—Important federal laws concerning the acquisition and use of our National forest laws. Recitation.

GEOLOGY

PROFESSOR SMITH

“All human history is but as a moment in the almost infinite expanse of geological time.”

GEOLOGY I—Three Terms. Freshman Year.—Special emphasis is placed upon the Geology of the South and the history of the development of the Appalachian region in which we live. The common rocks and minerals will be thoroughly learned, both from observation in the field and from laboratory work. The study of topographic and geological maps will also be taken up, and students will learn to read and to make field maps, to plot elevations, and to recognize the physical features of the region. The department has a large working collection of rocks and minerals. Excursions will be taken to different points of interest, attendance upon which will be a part of the regular work of the class, but is not open to others without permission from the head of the department.

Textbook: Cleland's Geology, Historical and Physical—American Book Company.

GREEK

PROFESSOR MOORE

I. Benner and Smyth's Beginner's Greek Book (American Book Co.), with selections of easy reading. The first two terms of the year are devoted to acquiring a vocabulary, to the inflections and conjugations and to composing easy sen-

tences embodying all the elements of syntax. Drill, both oral and written, is required. In the third term the Anabasis is begun.

II. Xenophon's Anabasis, Mather & Hewitt, (American Book Co.); two terms. Short lessons in the grammar and drill in composition are given with each lesson. Selections from Herodotus, Smith and Laird (American Book Co.), are read the third term. The geography of Greece and of Asia Minor is studied throughout the year. Three hours a week.

III. (Given in alternate years). Homer's Iliad, Seymour (Ginn & Co.), in first and second terms, and selections from the New Testament in the third term. Geography, Ginn's Classical Atlas (Ginn & Co.), and Mythology as required for the full understanding of the text. Constant drill in the identification of dialectic forms, and turning selected passages into Attic prose. Special attention is given to scansion and the laws of versification.

IV. (Given in alternate years). (1) Selections from Lamberton's Thucydides (American Book Co.). with a thorough study of the history of the period treated. (2) Williams' Selections from Lucian (Allyn and Bacon). Three of his dialogues are read, and the peculiarities of the Attic Style are noted, and a history of Greek literature, Wright's Short History of Greek literature (American Book Co.) is read. (3) Jowett's Plato's Protagoras (Oxford University Press) and Sidgwick's Aeschylus' Seven Against Thebes (Oxford University Press). Tarbell's History of Greek Art (Chautauqua Press) is read.

HISTORY

MISS BUFFUM

The purpose of this department is to give the student a knowledge of the progress and development of mankind from the earliest times to the present day. Training for citizenship, and the development of breadth of view, and fair-mindedness, are constant aims in each course.

FRESHMAN YEAR.—MEDIAEVAL AND MODERN HISTORY I. Required. Three hours a week. This course gives a general survey of European history from the Teutonic invasions of the Roman Empire down to the present time. Those conditions and causes which led up to the war of 1914 will be stressed in the latter part of the course. Lecture, collateral readings and research papers are combined with study of the text.

Text: "The History of Western Europe," Robinson.

SOPHOMORE YEAR.—ENGLISH HISTORY II. Elective. Three hours a week. A general survey is made of the whole field with especial attention to those institutions which have been incorporated in the life and government of America. Much emphasis is placed upon the industrial and social development of the people and the commercial expansion of England. Lectures, collateral reading and research papers are required as well as study of the text.

Text: Cheyney's "Short History of England."

JUNIOR YEAR.—AMERICAN HISTORY III. Elective. Three hours a week. This course aims to give the student a knowledge of those movements and forces which have left their permanent influence on our national character and institutions. While the textbook is constantly used, lectures and collateral readings are required. A thesis is required each term.

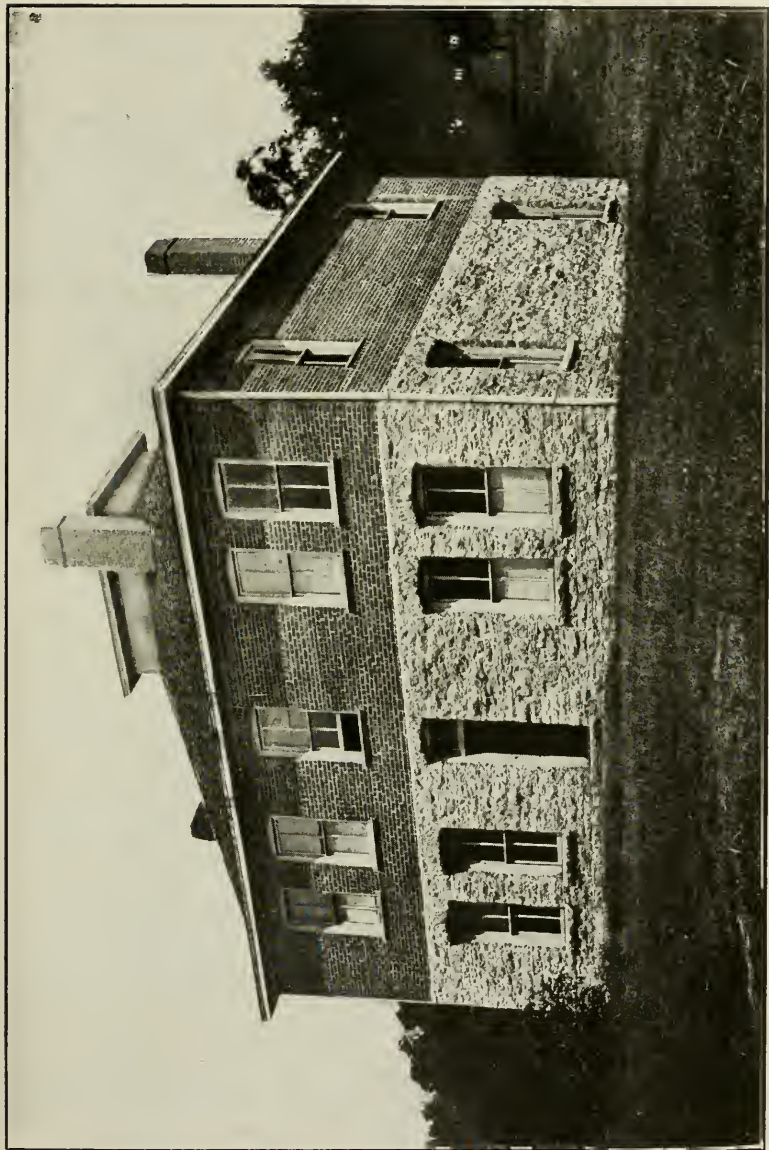
Texts: "The History Foundation of American Nationality," by Greene; "The Development of American Nationality," by West.

HOUSEHOLD ARTS

MISS DAVIS

MISS McMANNIS

GENERAL STATEMENT—The intelligent administration of a home requires attention, thought, and clear vision. It is a fact that in these days the training of girls in the home is neglected. The girls of the present generation are not able to care for the household matters as their mothers did. The



SCIENCE HALL



SOME STUDENTS IN DOMESTIC SCIENCE

study of household arts in the schools has grown out of the need for a girl to learn in early life to care for herself and a home without requiring others to wait upon her. This must be learned either through an education or through bitter experience. Lincoln Memorial University has recognized the need of preparation for such work, and offers two Academy courses of one year each, which are sufficient to master some of the fundamental principles of household management. The College course is a carefully planned and wrought out course of two years which gives skill and power in this field.

EQUIPMENT—Norton Hall is equipped with a kitchen and a dining room in which practical serving is demonstrated. A sewing room is also provided.

UNIFORM—In the domestic science laboratory, students are expected to wear wash dresses and long white aprons with bib having narrow side straps, the straps passing over the shoulders to the back, and then crossed at the back to fasten at the belt with button and buttonhole.

TWO-YEAR COURSE

(For Diploma)

Students who have finished the preparatory work, or who present 14 units of high school work, one unit of which must be in domestic science and one in domestic art, will be admitted to this course.

FIRST YEAR

FALL	WINTER	SPRING
English I	English I	English I
Chemistry II	Chemistry II	Chemistry II
Sociology	Sociology	Sociology
Domestic Art I	Domestic Art I	Domestic Art I
*Domestic Science I	Domestic Science I	Domestic Science I

SECOND YEAR

FALL	WINTER	SPRING
History I	History I	History I
Biology III or Education	Biology or Education	Biology or Education
Bacteriology	Physiology and Hygiene	Practical Business Methods
Domestic Art II	Domestic Art II	Domestic Art II
Domestic Science II	Domestic Science II	Domestic Science II

* Domestic Science I is required of all girl graduates.

DOMESTIC ART—Time 2 years. Five hours. Plain hand and machine sewing applied in the cutting and making of garments; patterns, their interpretation, use and alteration; sewing machines and their care; dressmaking, millinery, embroidery, crocheting, knitting, basketry and weaving; care and repair of clothing. The study of textiles used for clothing and household purposes, their fibers, production and manufacture; fabrics, their identification, proper use, approximate width and prices; simple chemical and microscopical tests.

Text: Shelter and Clothing, Kinne & Cooley. Every pupil must reserve a selection of work for exhibition.

DOMESTIC SCIENCE—Time 2 years. Five hours. General cookery, practice, advanced, invalid cookery and feeding of children. Foods. Study of food materials, their classification and nutritive value; relation of food to the body, digestion and assimilation; preparation of food; effect of heat on the different foodstuffs; fundamental principles and processes of cookery; cooking and serving of meals; invalid cookery and infant feeding; nutrition dietaries for families, for invalids, for children; planning and serving of meals according to dietary standards; cost and purchasing of foods.

HOUSEHOLD MANAGEMENT—Principles of housework; home nursing; keeping of household accounts of food, shelter and clothing; repairing and renovating; care of food in the home; house planning, furnishing and decorating; household sanitation; study and care of heating, plumbing, and lighting systems; home laundering, etc. A special feature of the domestic science department is the planning and serving of meals on special occasions.

Textbooks: Foods and Household Management, Kinne and Cooley, Government bulletins. Notebook required.

INTERNATIONAL CONCILIATION

PROFESSOR FORD

Three hours a week.*

During several summer quarters a special course has been offered on international conciliation through the courtesy of

the American Association for International Conciliation. The aim of this course is to make a careful study of the conflicting interests of different civilized nations and the necessity of solving these problems by co-operative action rather than by war. Larger units are the natural results of mental growth. It is also believed that progress is moving towards human unity and that there are two great cohesive forces which result in combinations made by force or by natural agreement. Nations must grow or decline and yet during all these changes humanity must still be free.

This is a combination lecture and recitation course. Text books: "The Things Men Fight For," by Powers, and "American World Policies," by Weyl, also source material.

* Offered only in the summer term.

LATIN

PROFESSOR MOORE

*FRESHMAN I. (1) Livy, Books XXI, and XXII, or selections equivalent.

(2) Cicero's *De Senectute* and *De Amicitia*, or an equal quantity of others of Cicero's philosophical works, with special attention to the author's thought and style, and the teachings of the schools of philosophy current in his time.

(3) Horace's *Odes* and *Epodes*, with the study of metre and scansion throughout the term, and the history of Latin Literature. Three hours a week.

Books used: Burton's *Selections from Livy*; Moore's *Cicero's De Senectute* (American Book Co.); Bender's *Roman Literature* (Ginn & Co.); Price's *Cicero, De Amicitia* (American Book Co.); Smith's *Odes and Epodes of Horace* (Ginn & Co.).

SOPHOMORE—II. (1) The *Annals* of Tacitus, with a careful study of the change of style since the Augustan Age, and the Constitution of the Empire.

(2) Selected *Comedies* of Plautus or Terence, with a study of the origin and development of Roman Comedy.

(3) Pliny's Letters, with a further study of the private life and education of the Romans. Three hours a week.

Books used: Allen's *Annals of Tacitus I-VI* (Ginn & Co.); Eimer's *Captivi of Plautus* (Allyn & Bacon); Westcott's *Selections from Pliny's Letters* (Allyn & Bacon).

III. JUNIOR OR SENIOR.—Elective. Offered for 1919-1920.

(1) Horace's *Satires and Epistles*, including the *Ars Poetica*, Morris (American Book Co.).

(2) *The Satires of Juvenal*, Lindsay (American Book Co.); with a careful study of the origin and development of Roman Satire.

(3) Cicero's Letters, Klotz (Harper Bros.). The selections will illustrate the political history of the period, which will be studied in detail. Three hours a week.

IV. JUNIOR OR SENIOR.—Elective.

(1) Selections from Smith's *Catullus and Tibullus or Propertius* (American Book Co.); with a study of Roman Elegy.

(2) Martial's *Epigrams*, M. C. Daniel (University of Pennsylvania); with a study of the place and scope of the epigram in literature.

(3) A study of the growth of the Latin language as shown by a study of selections from authors of the different periods. Three hours a week.

Prerequisites, I and II.

* College courses are open to those only who have completed the courses A, B, C, and D. Courses I, and II are required for those who elect the Latin Course, but III and IV (given in alternate years) are open to those who have completed I and II.

LAW COURSE

The Law Course is given in a cycle of six terms of twelve weeks each. All students of law are thus doing the same term's work at the same time. By this plan a student may enter at the beginning of any term and take the particular term's work then being offered.

It is a matter of peculiar advantage to every student that he will have the personal supervision and direction of men of wide experience and profound scholarship. The method of instruction has all the benefits of being under a gifted and finely trained tutor, and whatever merits there may be in special lectures and courses of lectures.

SIX-TERM CYCLE

FIRST TERM*

Elementary Law	2	hours	a	week
Torts	6	"	"	"
Contract	6	"	"	"
Criminal Law	6	"	"	"

SECOND TERM

Property I	6	hours	a	week
Common Law Pleading	6	"	"	"
Brief Making	3	"	"	"
Mortgages	3	"	"	"
Agency	2	"	"	"

THIRD TERM

Insurance	3	hours	a	week
Suretyship	3	"	"	"
Partnership and Private Corporations.....	6	"	"	"
Law of Public Service and Carriers	6	"	"	"

FOURTH TERM

Property II	6	hours	a	week
Sales	3	"	"	"
Negotiable Paper	3	"	"	"
Probate Law	3	"	"	"
Damages	3	"	"	"

FIFTH TERM

Equity Jurisdiction	6	hours	a	week
Domestic Relations and the Law of Persons..	3	"	"	"
Evidence	6	"	"	"
Code Pleading	3	"	"	"

SIXTH TERM

Quasi-Contracts	2	hours	a	week
Constitutional Law	4	"	"	"
Civil Procedure	3	"	"	"
Trusts	3	"	"	"
Public Officers and Municipal Corporations ..	4	"	"	"

* The first term of the cycle coincides with September 1, 1919. Other starting points for 1919-20 are November 24, February 16, and May 10.

INSTRUCTORS

The courses of study will be taught by Judge U. L. Marvin, LL. D., of Cleveland, Ohio, the Vice-President of the University, and by Professor Edgar F Fowler, LL. B., of Transylvania University. In addition to the regular resident instructors, lawyers of our vicinage and from distant cities will be brought in from time to time to lecture on practical problems and special topics or on instructive cases which they have themselves handled.

MOOT COURT

The purpose of the Moot Court is to give students exemplified instruction in pleading and practice, the rules of evidence and the manner of its introduction in court, the direct and cross-examination of witnesses, the distinction between questions of law to be addressed to the court and the questions of fact to be submitted to the jury, and in short, to familiarize the student with the actual bringing and defending of cases, including both the preparation and the actual trial in open court.

It is expected that a session of the court will be held frequently and will be presided over by an experienced lawyer acting as judge.

ENTRANCE REQUIREMENTS

Students who are admitted to the law course should be graduated from a standard High School with 15 units, ten of which are desirable: 3 of English, 3 of mathematics, 4 of Latin.

Those students who have 45 session-hours of college work may complete the course in law and receive in addition to the degree of Bachelor of Laws the degree of Bachelor of Arts. A student so fortunate as to have this additional college work has not only a secure foundation which will make his law course mean much to him, but he has a double reward at the end of his course. To his LL. B. is added the carrying power

of our A. B. degree. By this plan the law course is credited as the fourth year of the regular A. B. degree.

THE DEGREE OF BACHELOR OF LAWS

The degree of LL. B. will be conferred on those who complete satisfactorily the courses outlined in the six-term cycle. Those graduates of the law course who present for entrance the 45 session-hours of college work will, in addition to the LL. B., be awarded the degree of Bachelor of Arts. This plan ought to appeal to all college students who wish to take law.

MATHEMATICS

PROFESSOR WRIGHT

PROFESSOR BAILEY

I. (a) Ashton and Marsh's College Algebra. Three hours first half of the year.

(b) Well's Complete Trigonometry. Plane and Spherical, second half of the year. Prerequisite, Mathematics I-a.

II. Plane Surveying, three hours during the fall term. Prerequisite, Mathematics I. Required of all boys; elective for girls. (b) Wilson and Tracy's Plane and Solid Analytic Geometry. Winter and Spring terms. Three hours.

III. Love's Differential and Integral Calculus. Three hours throughout the year. Prerequisite, Mathematics II. Required for the B. S. Degree.

IV. Plane Surveying. Throughout the year. Construction, care and adjustment of the instruments, such as the compass, transit and level. Practical class work illustrating the uses of tables and the computations of surveying. Differential leveling, profile leveling; road beds, sewer, water lines and ditches; earthwork computations, field surveying, the uses of the chain, tape, stadia and plane table. Running transit and traverse lines, closing fields and calculating areas. Methods of establishing meridians. Course II in plane surveying is identical with this course for the first term. Elective.

Required for admission to the College classes: Courses

A, B, C, and D of the Preparatory department. Pupils deficient will be required to make up the deficiency during the Freshman year.

MODERN LANGUAGES

FRENCH

MISS DANFORTH

FRENCH I. Elementary course. Three hours throughout the year. French phonetics, grammar, composition, reading, exercise in speaking, dictation.

Text books: Knowles and Favard, *Grammaire de la conversation* (Heath); Snow and Libon, *Easy French* (Heath); *Contes bleus* (Heath).

FRENCH II. Intermediate course. Three hours throughout the year. Composition, conversation, reading.

Text books: Dumas' *Les trois mousquetaires* and *Monte-Cristo* (Holt); Hugo's *Les Misérables* (Holt); *French Short Stories* (Holt); *Composition* (Longmans).

FRENCH III (Given in alternate years). French Literature and grammar review. Three hours throughout the year.

Text books: Lanson, *Histoire de la littérature française* (Hachette).

(a) Molière and Corneille.

(b) Rapid reading of modern French novels and comedies.

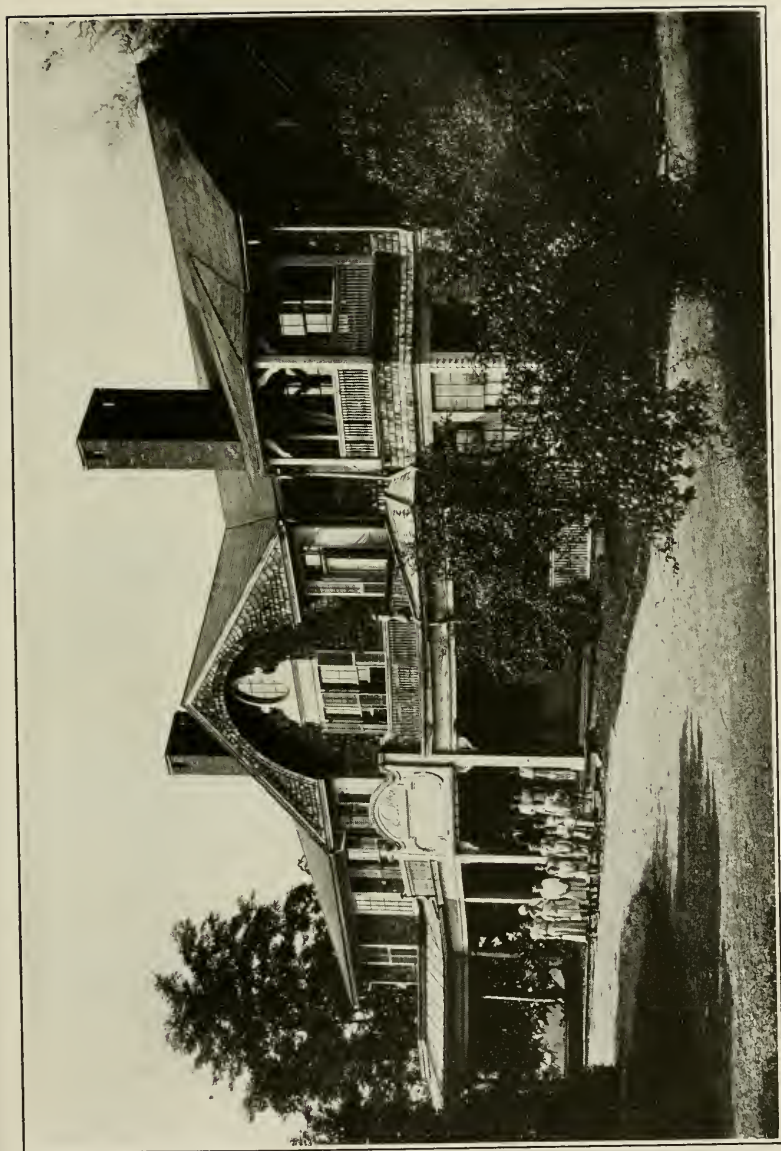
(c) Composition.

French is spoken during part of the year at one of the tables at Norton Hall.

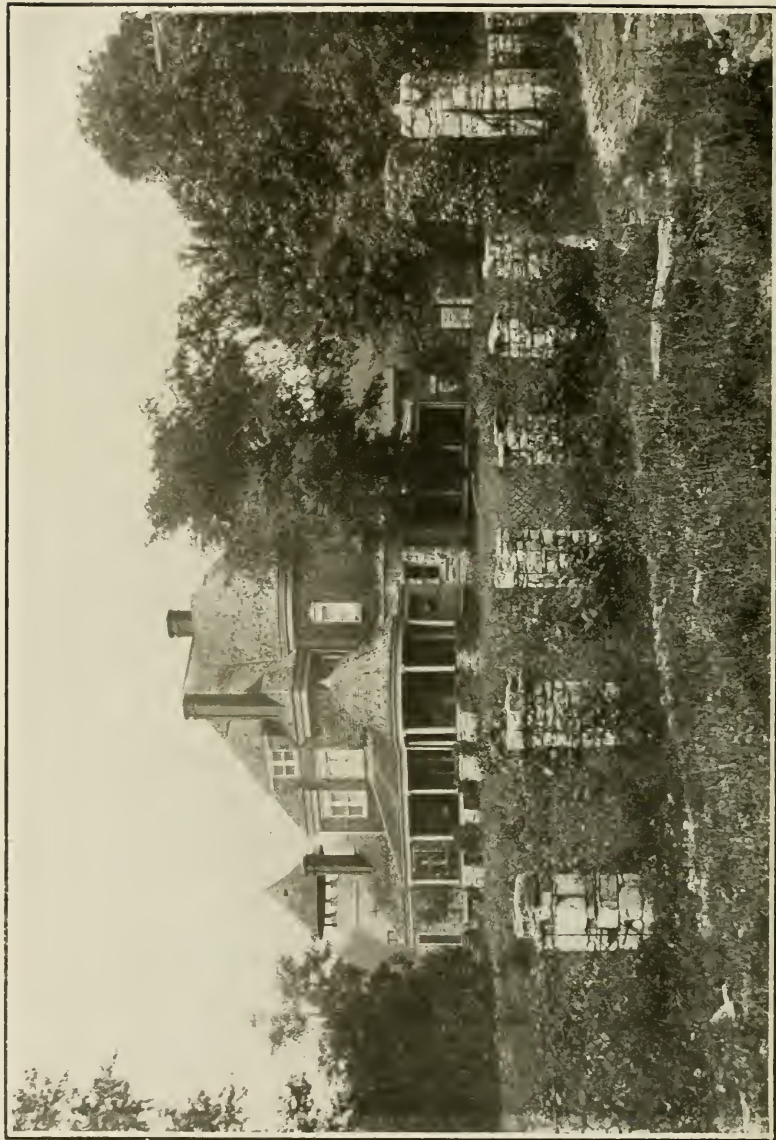
GERMAN

MISS DANFORTH

GERMAN I.—Three hours throughout the year. Distinct German pronunciation, grammar, prose composition, exercise in speaking, reading of 200 to 300 duodecimo pages, conversation.



THE GRACE NETTLETON HOME



CONSERVATORY OF MUSIC

Texts: Bacon's New Revised Grammar; stories of Storm, Heyse, Gerstaecker, and others.

GERMAN II.—Three hours through the year. More advanced grammar; reading of more advanced prose and verse selected from different authors, such as Goethe, Lessing, Schiller, and others; conversation. For students who have had Course I, or who have entered with two units in German.

GERMAN III (Given in alternate years).—Three hours through the year. Drill on syntax and idioms; advanced prose composition; selections from the novelists and essayists of the Nineteenth century; recent and contemporary German literature; outline of the history of German literature.

(a) Development of German literature from early times to the end of the Middle Ages.

(b) From the Middle Ages to modern times.

Reference books: Kluge's "Deutsche Literaturgeschichte," Thomas's "Anthology," Mueller's "German Classics."

For students who have had Course II or who entered with 3 units in German.

SPANISH

I. (a) FIRST-YEAR SPANISH.—Three hours throughout the year. BERLITZ METHOD. Spanish grammar, with constant practice in writing Spanish. From the beginning students are taught the Castilian pronunciation. Special attention to oral expression. In the second term, short pieces of easy Spanish prose are read.

I. (b) FIRST-YEAR COMMERCIAL SPANISH.—Three hours throughout the year. Text: PITMAN'S MANUAL OF SPANISH COMMERCIAL CORRESPONDENCE. Special attention is given to the circulars, letters of introduction, letters of credit, offers of services, consignments and commissions, sales, Spanish and South American money, Spanish weights and measures, Spanish commercial abbreviations. In the last term, commercial documents and formulas.

II. SECOND-YEAR SPANISH.—Three hours throughout the year. Reading, conversation, and composition. Course review. Modern prose texts are read, chosen from the writings of Juan Varela, Ricardo Leon, Benito Perez Galdos, and Vicente Blasco Ybanez. Simple themes in Spanish on the reading.

III. THIRD-YEAR SPANISH. (Given in alternate years).—Three hours throughout the year. Prerequisite, Ia, or Ib, II. Representative works of Lope de Vega, Calderon de la Barca, and Rojas Zorrilla are read in class. The works are studied as pieces of literature and in their relation to the classical period of Spanish Literature. Lectures on the work of the classical writers. Reports and discussions on outside readings. Themes in Spanish.

PHYSICS

PROFESSOR JONES

PHYSICS—As truly as the civilization of ancient Rome rested upon military power, the civilization of the present day rests upon scientific knowledge. The aim of our Physics courses is to convey a clear working knowledge of the principles by which man has conquered the forces of nature; to discuss the nature and use of heat engines, the dynamo and motor, the electric light, the telephone, ether waves, and aerial navigation.

PHYSICS III—College Physics.—A very thorough and practical survey of the field of Physics, intended to give a clear working knowledge of the principles underlying the civilization of the twentieth century. Textbook, Carhart's College Physics (Allyn and Bacon).

Prerequisites: College Algebra, Geometry, and Trigonometry.

PHYSICS IV—Practical Electricity.—A thorough course in the principles and practice of electrical work. Telegraph and Telephone, Dynamos, Motors and Transformers, Wir-

ing and the Use of Wire Tables, Electric Lighting, Electric Heating and Cooking, Electro-chemistry, Electro-plating, Electrical Instruments and Measurements, Storage Batteries, Power Transmission.

Three hours lecture and quiz, 3 hours laboratory weekly.

Prerequisites: Physics III, Mathematics through Calculus. (Calculus may accompany instead of precede this course.)

SOCIAL SCIENCE

PROFESSOR LEWIS

AIMS—The aim of the department of Social Science is three-fold. First, to enable the student to state clearly some of the social problems of his home community, his state, and country. Second, to acquaint him with similar problems and situations and the efforts which have been made toward their control. Third, to start him on the solution of some concrete problems or a group of problems in his own neighborhood.

SOCIOLOGY IV—Senior Year. General Sociology; Fall and Winter terms. Three hours per week. Text book, with collateral reading, and reports on special topics. Text books: Elwood's Sociology and Modern Social Problems (American Book Co.).

IV (3) PROBLEMS IN SOCIOLOGY—Spring term. Three hours per week. Textbook, Ross's Foundation of Sociology.

DEPARTMENT OF MUSIC

MISS ADELA LAUE, Director

PROF. A. VERNON MCFEE MISS E. THEO. MANNING

In our music school we endeavor to give the student a thorough, intelligent and artistic comprehension of the art. On the pianoforte special and continued study of tone quality is made. With the scales, equality of minor and major is insisted upon; and a mental grasp of the scales precedes and accompanies the technical practice. The foundation touch used is the pressure legato. Phrasing is taught from first to last.

To the pianoforte student we teach that trained muscles are essential to a musician only as obedient servants to a trained mind. Thought must accompany all action of the fingers.

We offer to the pianoforte student Conservatory Course "A" for a degree, Conservatory Course "B" for a diploma, and a Teacher's Course. We also offer a three years' course in Vocal Music and a Course in Public School Music. Certificates are given for these courses.

All students are required to study Musical Theory and the literary subjects belonging to the course which they may select. We desire that our students be broadly educated, fitted to meet the problems of life, commanding respect as scholarly musicians.

For those who wish to study Pipe Organ, preparatory lectures are given, followed by practical lessons on the pipe organ in Middlesboro.

MUSICAL THEORY

E. THEO. MANNING

The study of Musical Theory is essential. One cannot become an intelligent musician without a knowledge of the material with which the composer builds. A practical study of this subject establishes the musician on a solid foundation, gives him an intelligent "bird's eye view" of musical composi-

tion, enables him to grasp details by combination rather than by items, and qualifies him to translate the beautiful in music.

TEACHERS' COURSE

The Teachers' Course has been established to meet the growing desire of students for thorough, practical and up-to-date preparation for the teaching of music.

RECITALS

In the first part of the school year Lecture Recitals of early and modern classics are given. By the middle of December the season of Student Recitals is opened. These fortnightly Recitals continue until April.

PREPARATORY REQUIREMENTS IN PIANO AND LITERATURE FOR CONSERVATORY COURSES A, B, AND FOR TEACHERS' COURSE

Piano, four years study of technic, tonality, scale formation, phrasing and sight reading.

Three units of English, one and one-half units of Algebra and one unit of U. S. History are prerequisites.

CONSERVATORY COURSE A

(For B. M. Degree)

FIRST YEAR—

Technical Work.	Scales.
Stephen-Heller.	Transposition.
Left-hand Studies.	Arpeggio Preparation.
Bach Preludes.	
Four Solos memorized.	
Harmony.	
French I; General History C; Physics C.	

SECOND YEAR—

Cramer or Clementi.	Scales in class.
Kullak Octaves.	Arpeggios.
Bach-Fugues.	Ensemble playing.
	Hymnology.
Four Solos memorized.	
Harmony—Musical Acoustics.	
French II; English Literature II.	

THIRD YEAR—

Moschelles.	Arpeggios in class.
Musical Embellishments.	Accompaniments.
Bach Inventions.	Sight-Reading.
	Ensemble playing.
	Church Music.

Five Solos memorized.

Musical form—Musical History.

American Literature C; European History I.

German I.

FOURTH YEAR—

Modern Etudes.	Beethoven Sonatas.
Chopin Etudes.	Chopin Nocturnes.
Bach Inventions.	Three Modern Classics.

One Recital.

Counterpoint, Analysation.

English History II; German II.

Practical Business Methods.

POSTGRADUATE COURSE

FIFTH YEAR—

Select Studies from	Five Solos
Joseffy and other	Analyzed and
Modern Masters.	Memorized.

Two Recitals.

One Year Vocal Music.

Modern Music and Musicians.

History of the Opera, with synopsis of five leading
Italian and Wagnerian Operas.

German or French.

Reading for Examination thesis.

Acoustics (Helmholz) The Evolution of Music.

Music as a language.

CONSERVATORY COURSE B

(For Diploma)

FIRST YEAR—

Technical Work.	Scales.
Stephen-Heller.	Transposition.
Left-hand Studies.	Arpeggio Preparation.

Three Solos memorized.

French I; General History C; Physics C.

SECOND YEAR—

Kullak Octaves.	Scales in class.
Bach Preludes and Fugues.	Arpeggios.
Cramer or Clementi.	Ensemble playing.
	Hymnology.

Four Solos memorized.

Harmony; Musical Acoustics.

European History I; English Literature II.

THIRD YEAR—

Moschelles.	Arpeggios in class.
Musical Embellishments.	Accompaniments.
Bach Inventions.	Sight-reading.
	Ensemble playing.
	Church Music.

Four Solos memorized.

Harmony; Analysis.

English History II; American Literature C.

FOURTH YEAR—

Modern Etudes.	Beethoven Sonatas.
Chopin Etudes.	Chopin Nocturnes.
One Recital.	Three Modern Classics.
Musical History.	
Practical Business Methods.	

TEACHERS' COURSE

FIRST YEAR—

Technical Work.	Scales.
Stephen-Heller.	Transposition.
Left-hand Studies.	Arpeggio Preparation.

Three Solos memorized.

Latin A; European History I; Physics C.

SECOND YEAR—

Cramer.	Scales in class.
Kullak Octaves.	Arpeggios.
Bach Preludes.	Ensemble playing.
	Hymnology.

Four Solos memorized.

Vocal Music; Harmony.

General History C.

American Literature C.

THIRD YEAR—

Moschelles.	Arpeggios in class.
Musical Embellishments.	Accompaniments.
Bach Inventions.	Sight-reading.
	Ensemble playing.
	Church Music.
	Ear-training.

Four Solos memorized.

Harmony; Analysis.

English History II; English Literature II.

Teachers' class, fall and winter terms.

Spring term; Methods in class and chorus work
(with practice).

FOURTH YEAR—

Modern Etudes.	Beethoven Sonatas.
One Recital.	Chopin Nocturnes.
	Three Modern Classics.

Musical Theory.

Practical Business Methods.

Three pupils under supervision of Director.

Fall Term—Methods of teaching harmony. arranging program
and conducting Recitals and Concerts.

Winter Term—Class teaching under Supervision of Director.
Teachers' class in the Pedagogy of Music.

Spring Term—Review and classification of the work under
Teachers' Course. Essay. Quizzes.

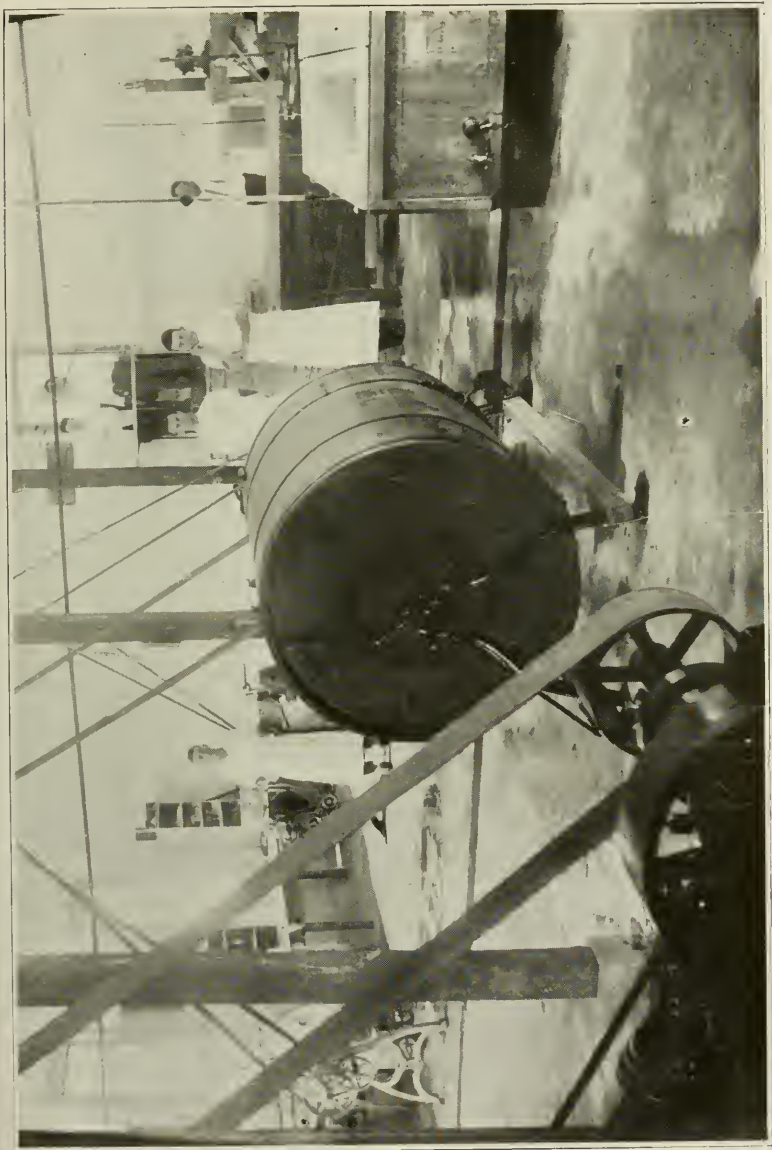
VOICE

PROFESSOR A. VERNON McFEE

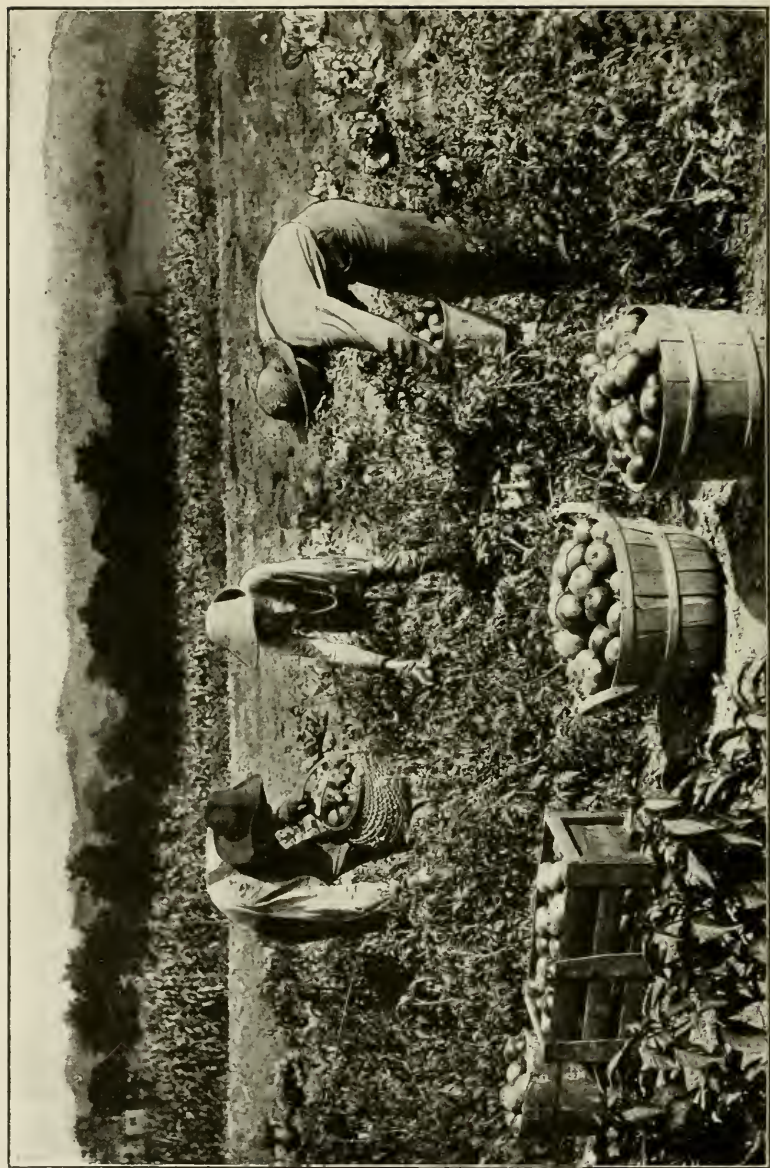
For Certificate as Vocalist

Tone placing, tone building, correct breathing, enunciation, and intelligent rendition are the cardinal points of instruction in this course. A good education is very necessary to a singer; hence this course includes the study of Harmony, History of Music and the literary subjects as outlined below. The singer finds it convenient and often necessary to know how to play his own accompaniment; to this end two years' study of Piano is required for certificate in voice.

The time required, aside from the History, Science and



INTERIOR OF THE CREAMERY



IN THE GARDENS

Language in this course, will be two thirty-minute private lessons a week.

The requirements for certificate in voice are as follows:

FIRST YEAR—

Correct Breathing.
Tone Placement and Quality.
Enunciation and Phrasing.
Vocalises of Sieber.
Songs, Sacred and Secular; Memorizing.
Songs, Sight-reading.
Piano and Harmony.
Physics C.
French I or German I.

SECOND YEAR—

Progressive Development of first year's work.
Vocalises of Concone.
Memorizing.
Piano and Harmony.
General History C.
French II or German II.
Social Science.

THIRD YEAR—

Progressive development of first and second year's work.
Study of the Opera and Oratorios.
Continuance of the Vocalises.
Part Singing.
History of Music.
American Literature C.
Practical Business Methods.

Two lessons per week with three hours daily piano practice is the requirement for students in Conservatory Courses A, B, and Teachers' Course.

Two lessons and five hours study per week in all studies classified as Musical Theory is the requirement for students in all Conservatory Courses.

For the unclassified music student, two hours daily practice with two lesson periods per week is considered a major subject, when applicable for credit on preparatory or college courses.

For tuition charge see page 28.

PUBLIC SCHOOL MUSIC

PROFESSOR McFEE

Public School Music is offered for both Preparatory and College Departments. The student receives full credit for the year's work.

The course includes the study of the elements of music and sight-singing. The student is also given the advantage of studying Elementary Theory of Music. Students are advised to carry this course for at least one year.

The textbooks to be used are: 'The Model Music Course, by John A. Brookhoeven and A. J. Gantvoort, The Fifth and Sixth Readers.

The subject is divided into three sections and requires a full year's time. The Fall term is devoted to the study of the Fifth Reader and the formation of major and minor scales in conjunction with singing classes. The Winter Term includes the unfinished work of the Fifth Reader and the beginning of the Sixth Reader which will be finished in the Spring Term together with the study of four-part singing.

PUBLIC SCHOOL MUSIC—NORMAL COURSE

The Normal Course in Public School Music is conducted especially for those students who are preparing to teach. Rural school teachers are often handicapped in their work by their lack of a working knowledge of Music; and since Music is a required subject it is advisable for all who are intending to teach to take this work. The subject requires three college hours per week divided between the study of Methods and plans of teaching and the study of the Theory of Music. Textbook: Gantvoort's Progressive Course in Harmony, Part I.

THEORY OF MUSIC

The Department of Theory of Music, under the Vocal Instructor, will be conducted especially for those who are trying for a certificate in voice. It is required that this work

be carried on under the direction of the Voice Teacher. The work will complete the study of the Theory of Music, Grades One and Two. One hour per week. Textbook: Gantvoort's Progressive Course in Harmony, Part I.

GENERAL INFORMATION

Classes in Musical History are free to all music students.

No tuition is charged for literary subjects included in Music Courses.

No Music students are admitted for less than one term except by special arrangement with the Director of the Music Department.

No student is allowed to register for one lesson only per week except by special arrangement with the Director of Music, and with the permission of the Dean.



ACADEMY DEPARTMENT

In order to meet the needs of a large class of young people who are unable to secure a preparatory education in their several home localities, it is necessary to maintain a large secondary school at Harrogate, Tennessee. Many of these students continue their education here, finishing their college courses; others return to their several homes to teach and farm, while still others prepare for the several professions. These students later become leaders in their different communities and add much to the efficiency of a representative democracy in our southern mountains. Cheap expenses and opportunity for work make it possible for students of modest means to secure an education and become socially efficient. About forty per cent of our students in the Academy teach in rural and graded schools.

Professionally trained teachers are in great demand throughout this and adjoining counties. To supply this deficiency a unit of Pedagogy is offered to those students who wish to teach. The Department of Public Instruction in Tennessee issues a certificate to teach for the period of one year in this county to any graduate from the Academy who elects one year in Pedagogy. This institution is well prepared to give such training in that the school co-operates with all the community interests, thus leading to larger social development.

ACADEMY (16 Standard Units)

FIRST YEAR (CORRESPONDING TO NINTH GRADE)

Required:	Electives (Choose one):
Higher Grammar $\frac{1}{2}$, and Classics $\frac{1}{2}$.	Beginner's Latin.
Commercial Arithmetic $\frac{1}{2}$, and Algebra $\frac{1}{2}$.	Manual Training.
Physical Geography $\frac{1}{2}$, and Commercial Geography $\frac{1}{2}$.	Civics.
	English History.

SECOND YEAR

Required:
 Rhetoric.
 Algebra (Factors and beyond).
 Biology (Zoology $\frac{1}{3}$, Botany
 $\frac{1}{3}$, Physiology $\frac{1}{3}$).

Electives (Choose one):
 Cæsar.
 Drawing (Mechanical)
 Agriculture
 Bible.

THIRD YEAR

Required:
 American Literature.
 Physics
 Plane Geometry.

Electives (Choose one):
 Cicero.
 French, or German, or Spanish
 General History.
 Rural Sociology.
 Forestry.

FOURTH YEAR

Required:
 American History.
 Chemistry.
 Domestic Science (girls).
 Solid Geometry $\frac{1}{2}$, and
 *Algebra reviewed and com-
 pleted $\frac{1}{2}$ (boys).

Electives (Choose one):
 History of English Literature,
 and Classics.
 French, or German, or Spanish
 Virgil.
 Music.
 Bookkeeping, or
 Stenography.
 Commercial Law.
 Education

* Girls who expect to enter college should take this class.

AGRICULTURE—ACADEMY TWO-YEAR COURSE

(Leading to a Diploma)

The purpose of the department is to give the student a working knowledge of the fundamental principles of scientific agriculture. The student must have spent at least one summer on an approved farm before a certificate will be granted.

FIRST YEAR

FALL
 Physics
 Chemistry
 Types of Breeds
 Field Crops

WINTER
 Physics
 Chemistry
 Farm Accounts
 Field Crops

SPRING
 Physics
 Chemistry
 Stock Judging
 Horticulture

SECOND YEAR

FALL
 Bacteriology
 Feeds and Feeding
 Diseases of Plants
 Machinery

WINTER
 Dairying
 Feeds and Feeding
 Woodwork and Farm
 Soils

SPRING
 Gardening
 Farm Management
 Diseases of Animals
 Soils

AGRICULTURE--TEACHERS' COURSE

A strong course will be given, in the summer term, for the teachers of the rural and graded schools. The best pedagogical methods will be followed in presenting the principles of Agriculture to the teacher. Fundamental laboratory exercises in farm crops and soils will be given. Apparatus, so simple that the experiments may be performed in any country school, will be used. Excursions will be made to the creamery and barns, where attention will be given to dairy practice and stock judging. A practical school garden will be carried on in connection with this course. Each teacher will be assigned a plot. Warren; Elements of Agriculture (Macm.).

BIBLE

In this course we not only study the text of the Bible as a historical record, but we also emphasize the idea of the Bible as English literature. We try to lead the student into an appreciation of the beauty of its poetry, the powerful emotional appeal of its dramatic passages, and the enthralling interest of its narration; and we remind him of the profound influence which the Bible has had upon other English literary works and upon the life of man.

BIOLOGY

BIOLOGY B—(1) Fall Term—INTRODUCTORY BOTANY—An elementary course, giving also an introduction to Forestry. The emphasis is upon Conservation. Daily recitations and lectures, with laboratory work twice weekly. The laboratory work is an essential part of the course, and students coming from other schools will be expected to present their laboratory notebooks before receiving credit in Biology.

CHEMISTRY

CHEMISTRY D.—An introduction to General Inorganic

Chemistry. Lectures, recitations, and laboratory exercises. Ten periods a week through the year.

Text: Newell's "Descriptive Chemistry" (D. C. Heath & Co.).

CIVICS

CIVICS A.—The first term in this course will be devoted to the study of the general principles of the subject.

The work for the second term will be the study of the Law-making department of our government. Both a Senate and a House of Representatives will be organized among the members of the class and bills will be drawn and put through the ordinary procedure necessary in our form of government before becoming a law.

The third term will be used in the study of citizenship with stress placed upon the duty and privilege of voting in a democratic form of government, and upon obedience to law.

COMMERCIAL LAW

This work deals in a general way with the subjects of Contracts, Negotiable Instruments, Guaranty and Suretyship, Interest and Usury, Sale of Personal Property, Bailments, Agency, Partnership, Corporations, Joint Stock Companies, Insurance, and Real Estate Law, and it is intended to give the students a practical acquaintance with the fundamental principles of each.

Special attention is given to the various legal forms in common use, and the student must be able to write any ordinary form offhand before completing the subject.

Texts—Lyon's Commercial Law and Parson's Business Laws, Supplemented by lectures—3 hours.

ENGLISH

First Year—(a) Higher Grammar. (b) Classics.

Textbooks: Kittredge and Farley, Advanced English Grammar; College Entrance Requirements.

Second Year—(a) Rhetoric. (b) Classics.

Textbooks: Lewis and Holic: Practical English for High Schools (Am. Book Co.). College Requirements for Study (Houghton, Mifflin and Company).

Third Year—English C. (American Literature).

Textbook, American Literature, by Halleck.

1. Fall Term—Through the study of Washington Irving. Themes and summaries. Required readings: Franklin's Autobiography. Selections from Irving's Knickerbocker's History of New York, and The Sketch Book.

2. Winter Term—From Irving to Lowell. Poetry of this period (Page's Chief American Poets), Emerson's American Scholar, Compensation, Self-Reliance. Required reading: Cooper's The Last of the Mohicans and Hawthorne's The House of Seven Gables, and selected short stories.

3. Spring Term—Lowell, Holmes, Poe, Lanier, later American writers, poetry of this period, selected short stories of Poe, selected readings from later writers.

Fourth Year—(Elective) (a) History of English Literature. (b) Classics.

Textbooks: Tappan, England's Literature. College Entrance Requirements (Houghton, Mifflin).

NOTE:—All Academy classes recite daily.

FARM ACCOUNTS

Where does the farmer's money come from and where does it go? The University tries to prepare the student to answer such questions by a simple but very practical course in Farm Accounts. All students of agriculture are urged to take advantage of this course. It will teach them to get more profit from their farm investment.

FRENCH

See College course, page 56.

GERMAN

See College course, page 57.

GEOGRAPHY

PHYSICAL GEOGRAPHY A—Fall term. The work of the textbook is supplemented by field work for which this section is especially well adapted. Textbook, Dryer, Physical Geography (Am. Book Co.).

COMMERCIAL GEOGRAPHY A—Winter and Spring terms. The understanding side of the subject is emphasized. How climate affects man, how industries are determined by environment, how the form, location, and surface features of the land affect man's efforts at trade. Textbook: Smith's Commerce and Industry (Henry Holt & Co.).

HISTORY

ENGLISH HISTORY A.—Elective, first year. Daily throughout the year. A general study of the whole field of English History is made with especial emphasis upon such aspects as have particular effect upon American history and life.

Text: Montgomery's History of England.

GENERAL HISTORY C.—Elective, third year. Daily throughout the year. A general survey is made of the development of Europe and of existing institutions down to modern times and conditions.

Text: General History, by Myers.

AMERICAN HISTORY D.—Required, fourth year. Daily throughout the year. The course is designed to give the student a better understanding of courses and events essential to the evolution of present conditions and will include industrial, as well as political history. It is intended to make the course helpful to those who will teach United States History in the elementary schools.

Text: "History of the United States." Fite (Holt).

HOUSEHOLD ARTS

SEWING 8—Plain hand and machine sewing; cutting and making of underwear and simple waists and wash dresses. Care and repair of clothing; darning, patching, etc.

COOKERY 8—Preparation of simple dishes with and without recipes; practice in following new recipes; serving of simple meals; care and cleaning of house; simple laundry work; care of food in the home and elementary work in food values and combinations. $1\frac{1}{2}$ hour periods each week.

Fourth Year—DOMESTIC ART D—Plain hand and machine sewing; cutting and making of undergarments, simple waists and one-piece dresses; patterns, their interpretation, use and alteration; sewing machines and their care; care and repair of clothing; hygiene of clothing. Study of textiles used for clothing and household purposes; their fibers, production, and manufacture; fabrics, their identification, proper use, approximate width, and prices; simple chemical and microscopic tests.

Text: Shelter and Clothing, Kinne and Cooley. One hour lecture, two laboratory periods of $1\frac{1}{2}$ hours each week. Every pupil must reserve a collection from the year's work for exhibition.

Fourth Year—DOMESTIC SCIENCE D—Foods. Elementary cookery. Study of food materials; their classification, composition and nutritive value; relation of food to the body, digestion and assimilation; preparation of food; effect of heat on the different foodstuffs. The fundamental principles and processes of cookery. Cooking and serving of meals. Care of food in the home; care of the house.

Text: Foods and Household Management, Kinne and Cooley. Government bulletins; collateral reading. Notebook required.

LATIN

A. A thorough drill in the inflections, conjugations, and pronunciation is given, and all the elementary forms of com-

position are taught preparatory to the study of Cæsar. Stress is laid on the quantity of the vowels, accentuation, and the derivation of English words. Recitations daily throughout the year. Smith: *Beginner's Latin* (Allyn & Bacon) is the text used.

B. The work will consist in an effort to acquire the ability to translate Cæsar's narrative, to turn short passages of English into idiomatic Latin, to master the ablative absolute and the indirect discourse, with the other most common grammatical constructions. The geography of Italy and Gaul is studied, and the biography of the distinguished Romans of Cæsar's time. Recitations daily throughout the year.

Books used: Harkness and Forbes' *Cæsar's Gallic War* (Am. Book Co.); Harkness' *Complete Grammar* (Am. Book Co.); Pearson's *Latin Composition, Cæsar* (Am. Book Co.).

C. Six of Cicero's Orations will be read, the syntax and elements of style will be studied, with *Latin Composition* based on the text. The geography of the Roman Empire, the biographies of Roman statesmen, and the Constitution of the Republic will be studied. Recitations daily throughout the year.

Books used: Harkness, Maitland and Williams' *Nine Orations of Cicero* (American Book Co.); Harkness' *Complete Grammar* (American Book Co.); Pearson's *Latin Composition, Cicero* (American Book Co.); Ginn's *Classical Atlas* (Ginn & Co.).

D. Six books of Virgil's *Aeneid* are read, and a thorough study in quantity, and drill in scansion, are given with the translation. A careful study of mythology as it was seen in Virgil's time, of the social customs of the Romans, of the biographies of prominent men contemporary with Virgil, is made, and the study of the grammar is continued. Recitations daily throughout the year.

Books used: Frieze's *Virgil's Aeneid Complete* (revised), (American Book Co.); Smith's *Classical Dictionary* (American Book Co.); Ginn's *Classical Atlas* (Ginn & Co.).

MATHEMATICS

Course A.—First Preparatory Year.—Moore and Miner's Arithmetic, daily first half of the year. Milne's Standard Algebra to page 152, daily second half of the year.

Course B.—Second Preparatory Year.—Milne's Standard Algebra, p. 152 to the end of the book. Daily throughout the year.

Course C.—Third Preparatory Year.—Wentworth and Smith's Plane Geometry, daily through the year.

Course D.—Fourth Preparatory Year.—Wentworth and Smith's Solid Geometry, daily first half of the year. Milne's Standard Algebra completed and reviewed. Daily second half of the year.

ORATORY

A practical course in oratory designed to give the student facility in public speaking and expression.

First and Second terms.—Commock's Choice Readings. Study of technique and physical control. Memorizing. Collateral reading. Study of Interpretation. Study of Plays. Daily.

Third term.—Robinson's Effective Public Speaking. Study of Orations. Argumentation. Study of Plays. Speech and oration writing. Individual presentation before class and entire school throughout each term.

PHYSICS

PHYSICS C—An elementary course, three terms, Third Preparatory Year.—Textbook, Millikan and Gale's Physics. The text is supplemented by daily recitations, lectures, class demonstrations and laboratory work, with practical problems.

Prerequisite: Two years of Algebra, including Variations. (The second year may be taken at the same time as the Physics.)

RURAL TEACHERS—ACADEMY COURSE**FIRST YEAR**

FALL	WINTER	SPRING
Reading	Reading	Reading
Grammar	Grammar	Grammar
Arithmetic	Arithmetic	Arithmetic
U. S. History	U. S. History	U. S. History
Geography	Geography	Geography

SECOND YEAR

FALL	WINTER	SPRING
El. Psychology	Class Room Manage-	School Problems
Methods and Observ.	ment	Methods and Observ.
Rural Sociology	Methods and Observ.	Bookkeeping
Domestic Science or	Rural Sociology	Domestic Science or
Agriculture	Domestic Science or	Agriculture
Public School Music	Agriculture	Public School Music
	Public School Music	

SOCIOLOGY

SOCIOLOGY C—Fall, Winter, and Spring terms. This course includes a study of the characteristics of social life, unorganized life, life in the family groups, social life in the rural community, social life in the city and nation. Textbook first and second terms. Society—Its Origin and Development, Rowe (Scribners). Third term, Rural Life and Education, Cubberley (Houghton, Mifflin).

SPANISH

See College course, page 57.

WOODWORKING**PROFESSOR SMALL**

Manual Training is now recognized as an important phase of modern education. Such training is valuable, not only because it develops accuracy of hand and muscles, but also because it affords opportunity for students to learn mechanical trades. The work, moreover, is carried on under such practical conditions that the students, while receiving their training, are able to earn money toward the expenses of their education.

The University has a woodworking department which is equipped with the most modern machinery, all protected with safety devices. In this shop a student can learn furniture repairing, building repairing, the repairing of farm wagons, farm machinery, etc., the construction of furniture, and the making of builders' finishing material.

The construction work about the University is carried on under the direction of this department, and the students take part in the construction of buildings, thus becoming (under expert supervision) familiar with the work of practical carpenters. The institution has a saw mill, and it is possible for the students to have experience of each step in the use of lumber, from the felling of the trees to the making and putting in place of doors, mouldings, and other inside finishing material.

A course in Mechanical Drawing is offered in this department.

INDUSTRIAL WORK

The Industrial Work of the Institution has two distinct features, the first, the careful instruction in the theory of a given piece of work, and the second, the independent practice under skilled supervision until ripeness of judgment, skill of hand and practical efficiency are obtained. Instruction in industrial lines is already offered in Agriculture, in Domestic Science, in Home Economics, and in Woodworking. Besides these, all work necessary to keep in repair an institution of this kind is done by the students themselves under skilled supervision. For the painting, students are organized into a crew with a foreman and receive theoretical and practical instruction. A crew is also organized for cleaning, for papering and for glazing. Plumbing and pipe-fitting are taught by a man who regularly learned his trade and is a certified mechanic.

The girls are given work in baking, sewing, laundering, and other household industries.

COMMERCIAL DEPARTMENT

MR. BRITE, Principal

MR. NEWMAYER, Associate Principal MISS WELLS

There is now an active demand for practical business education. Competent penmen, typists, secretaries, stenographers and bookkeepers not only command high salaries, but are placed in positions of trust and honor that act as stepping-stones to higher business or professional life.

Practical courses are offered in Business Correspondence, Penmanship, Touch Typewriting, Shorthand, Bookkeeping, Salesmanship, Commercial Law, Rapid Calculation, and allied branches, at about half the cost of such courses in business colleges located in cities.

Double-entry Bookkeeping, including practical, modern methods of Office Practice, is taught. Students who have completed this course satisfactorily, and who wish to take a more advanced course in Auditing and Accounting may do so.

Typewriting students are expected to reach a speed of 60 words a minute. Those completing the Shorthand course must be able to take dictation at the rate of 100 words a minute, and transcribe them, neatly and correctly, at the rate of 25 words a minute.

In Business Correspondence pupils are taught how to write clear, neat letters, courteous and expressive, and to write the various business forms of every-day use.

Diplomas are given to students after they have completed satisfactorily the course in Bookkeeping or Stenography, together with such literary subjects as are necessary to make a well-rounded business education. The literary subjects are free to commercial students.

Penmanship is free to all students in all departments.

TUITION RATES EFFECTIVE SEPTEMBER 1, 1919

Bookkeeping or Shorthand—

For a term of twelve weeks\$18.00

Both for a term of twelve weeks..... 36.00

Typewriting—

For a term of twelve weeks 6.00

Farm Accounts—

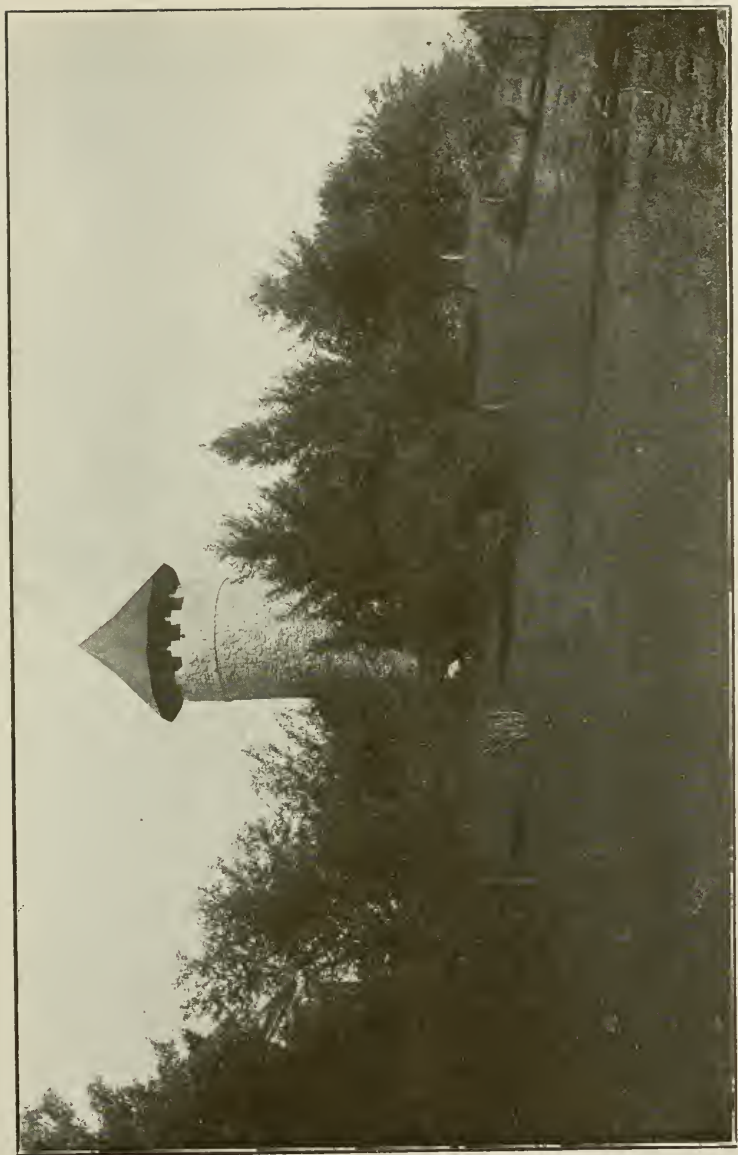
For a term of twelve weeks 2.00

Typewriting and all other commercial and literary subjects taught in the University are free with a course in Bookkeeping and Shorthand.

For full information concerning the Commercial Department, write to

PAUL E. BRITE,
Principal Commercial Department.





TOWER IN CONSERVATORY GROUNDS

THE GRACE NETTLETON HOME

SUSTAINED BY THE GRACE NETTLETON
FOUNDATION OF LINCOLN MEMO-
RIAL UNIVERSITY

The Grace Nettleton Home, founded by Mr. and Mrs. Franklin E. Nettleton as a memorial to their daughter Grace, is an institution that has for its purpose the care and education of needy orphan girls. The children of this institution find here their home and means of education.

The marvelous spirit of Miss Emily Winters, expressed throughout the years of devotion to this work, permeates the whole institution. By her wisdom, and patience, and care she fixed its standards and set its bounds. The fundamental idea was to make the place a real Christian home,—not simply an orphanage.

Several years ago the Trustees of the Grace Nettleton Home felt that it would be wise to place it under the management of the Board of Directors of Lincoln Memorial University. Both institutions have the problem of the education of the children of the Southern Cumberlands and the purpose of fitting them for useful citizenship and for an earnest and worthy home life. The funds, however, are kept entirely separate, and the Grace Nettleton Foundation, with gifts from time to time made for the Home, maintains that Institution.

It is remarkable how much good a small gift will do in connection with the work of the Grace Nettleton Home! A generous friend can find no better way to serve his fellow beings than in the use of some of his means toward its maintenance and development.

STUDENT ENROLLMENT

1918-1919

SUMMARY OF ENROLLMENT

College	158
Academy	210
Music	55
Commercial	83
Agriculture	8
Special	10
Eighth Grade	80
Ellen Myers	193
	<hr/> 797
Counted Twice	55
	<hr/>
Total Enrollment	742

HONORARY DEGREES

Conferred at the Annual Commencement of Lincoln Memorial
University, May 7, 1919

Governor Frank Orren Lowden, Springfield, Ill	LL. D.
Mr. Judd Stewart, Plainfield, N. J.	LL. D.
Mr. Will H. Hayes, New York City	LL. D.
Dr. Louis Livingston Seaman, New York City	LL. D.
Rev. Charles Whyte, Kingswells, Aberdeen, Scotland	LL. D.
Mr. Harry B. Rosen, New York City	LL. D.
Rev. Wilbur Emory Hammaker, Youngstown, Ohio	LL. D.
Judge Elbert H. Gary, New York City	LL. D.
Honorable Max Pam, Chicago, Ill.	Litt. D.
Dr. John Wesley Hill, New York City	Litt. D.

COLLEGE

Graduates

Kirby, Hallie	Bachelor of Music
Owsley, Roy N.	Bachelor of Arts
Thompson, Myrtle	Bachelor of Arts
Wetherington, T. S.	Bachelor of Science
White, Edwin M.	Bachelor of Arts

Junior

Chapman, J. G.	Hale, Banness
Chesnutt, Herbert H.	Logan, Emma
Earle, Jefferson Davis	Stroud, Bart
Ford, Everett	Wallace, Homer E.
Gibson, H. H.	Yaden, J. L.

Sophomore

Bowman, Thomas L.
Burgess, Meredith B.
Chesney, Bryan Catherine
Chesney, R. P.
Chesney, Vistula
Crawford, E. M.
Elders, Augusta
Gammon, Chas. M.

Hamilton, Ethel
Hill, Victor
Holt, Edgar
Hughes, Wm. T.
Irwin, Sally Rosabel
McCrary, Claris
Thomas, W. H.
Yarberry, O. H.

Freshman

Allen, Wilson C.
Allred, Hobart
Altman, Solomon
Ashmore, G. W.
Ax, Alf C.
Bailey, Chas. Dewey
Bailey, Dan F.
Baldwin, Andrew Vernon
Bales, Lester Ray
Banner, Willie C.
Bass, Walter Preston
Bean, Daniel
Benson, Gregory
Bingham, Catherine
Bishop, W. M.
Blakeman, Morris Carter
Bradshaw, Max A.
Brewer, Wm. Bryan
Brogden, F. M.
Burkhart, Henry Clay
Byrd, Roy
Campbell, Joe
Carr, Park Armstrong
Carroll, R. C.
Carter, O. T.
Cochran, Robert W.
Combs, Charles H.
Cook, Charles E.
Corbett, Wm. H.
Cornett, Bradley
Cox, Gurnie
Crenshaw, James O.
Davis, Bertie Mae
Davis, Horace L.
Davis, John Preston
Davis, Vernon
Davis, Wm. M.
Day, James Alvin
Deane, Chas.
DeBusk, Perry E.
Dore, Kenneth
Dykes, Ralph M.
Earnest, Roy
Eddington, Ernest M.

Erwin, Julian G.
Euster, Harry
Ferguson, L. W.
Foley, Dewey
Gagle, M. S.
Gibson, G. W.
Gibson, James Porter
Gill, William H.
Glasscock, D. G.
Glickman, Sillus
Gooch, Joe
Gore, C. C.
Gose, W. G.
Grabeel, Claude
Grabeel, Fitzhugh L.
Grabeel, Van
Greer, James
Hall, Lloyd
Harding, Gose
Harmon, Alonzo
Harper, M. H.
Hendren, Owen
Herrell, Nelson P.
Hoe, H. A.
Hofstedt, Albert F.
Hood, Henry
Hooten, Chas. R.
Howard, Jakie
Howard, J. H.
Hubbs, Hugh L.
Humphries, Lucian
Isaacs, Harry
King, Arthur
McElroy, Eula
McHenry, Laudie
McKenzie, Bronce
McKenzie, Hobart
Malcolm, Edwin
Mallicoat, Basil
Martin, Pierce
Mason, Philip
Mauney, J. H.
Mays, Luther Thomas
Miller, Harold

Mitchell, C. M.
 Moneyhun, Madge
 Moneyhun, Ross J.
 Morgan, John M.
 Mullins, Charles
 Mynatt, Hoke
 Nicely, Ada
 Overton, Howard
 Pearson, Leonard B.
 Perrin, Carl Boyd
 Petree, Chas. R.
 Pettigrew, Eurace
 Pike, H. L.
 Rainey, George D.
 Rogers, J. L.
 Rose, Carson
 Rose, Earl P.
 Ross, Robert O.
 Schaeffer, Henry
 Shanks, Harry

Sharp, John Odus
 Shaw, H. W.
 Slusher, Cleophas
 Smith, Carl Robert
 Smith, Ira
 Smith, Pope
 Spence, Arley N.
 Spurgeon, Rickmon
 Stephens, James A.
 Sterchi, Wm.
 Testerman, Hugh
 Thomas, Joe
 Trent, Garrett L.
 Troutman, Samuel B.
 Watt, James B.
 Whitaker, Arthur
 Whitaker, Owen
 Worthington, Orval Lee
 Wright, Lura C.

ACADEMY GRADUATES

Allen, Wilson C.
 Allred, James Hobart
 Bryant, Henry
 Chance, Rachel
 Combs, James
 Contreras, H. H.
 Glasscock, D. G.
 Kirk, Grace Lee
 Martin, Pierce

Mallicoat, Basil B.
 McElroy, Eula Bernice
 Owen, Grace Irene
 Parks, Frank A.
 Petree, Charles R.
 Rainey, George D.
 Smith, Ira V.
 Spurgeon, Harvey Rickmon
 Wright, Sarah Elizabeth

ACADEMY

Acuff, Briscoe
 Adkins, Mary
 Alexander, Ada
 Allen, Maurine
 Allred, Claude
 Ambrose, Claude
 Arthur, Philip
 Ashmore, Fitz Wesley
 Ausmus, Dallis
 Bailey, Marvin L.
 Banner, Maud Mae
 Bartley, Bascom Grady
 Bartlett, Ralph
 Benton, Clinton D.
 Berkau, Mildred
 Bingham, Laura
 Bolinger, Horace
 Bomar, Lucy Neal
 Bouldin, Wyatt

Brown, Alvin L.
 Brown, Burrell C.
 Brown, Gladys Mae
 Bryant, Henry
 Buckalew, Harry G.
 Byrd, Guy W.
 Campbell, Neil
 Carr, Earl
 Carr, Joe
 Cash, Geo. K.
 Castro, Chas. M.
 Cawood, Gladys
 Chambers, C. C.
 Chance, Rachel
 Cintra, Don
 Clark, Edward
 Clark, Mary Nell
 Clouse, Reed S.
 Colgate, Alice Josephine

Colson, Catherine
Combs, James V.
Contreras, H. H.
Cook, Clifford
Cook, Emma
Dalton, Tennie
Davidson, Francis Norton
Davis, Atwell J.
DeBusk, Robert L.
DeLoach, Eloise
Dinkins, Harvey C.
Dunn, Elmer
Dunn, Sarah
Edwards, Dewey
Elder, Clifford
Elliott, Leonard R.
Elrod, Ezekial Wesley
Entrekin, Joseph
Edwards, Ernest H.
Estep, Dallard
Estep, White
Ferris, Ruby
Fitts, John H.
Flannery, W. Eugene
Forsythe, John L.
Fugate, Nat
Fugate, Paul
Garrison, Albert
Gartner, Chas. A.
Gaylor, Mattie
Gibson, Velma
Giles, Ruth
Gilliam, Joe W.
Ginsburg, James
Gregory, Julian
Hale, Rufus
Hamilton, Paul
Hand, Maynard
Harding, J. M.
Harmon, Nelle Blanche
Harper, James F.
Harrill, Byron J.
Haynes, Ted
Herrera, Humberto
Hilton, Ida B.
Hobbs, Golden Daisy
Hoke, Thaddeus C.
Holden, Eileen
Hoskins, Viola
Howard, Nellie
Huff, Nicholas T.
Ingram, Myers
Irwin, Clyde
Johnson, L. D.
Johnson, Carroll

Johnson, Leslie
Johnson, Thomas N.
Jones, Burl
Jones, Pearl B.
Katz, Morris
Keck, Helen
Kennedy, Paul J.
Ketron, James R.
Ketron, Maggie
Kincaid, Thomas R.
Kirk, Clyde L.
Kirk, Grace
Lane, Edna
Large, Clyde
Lukas, Mary
McClure, Joe N.
McCrary, Della
McCullah, Wm. F.
McNees, Solon
MacWhirter, A. C.
Manning, Bailey
Marean, Harry
Mason, Lillian
Mason, Ruth
Mink, Mary Ethel
Mitchell, Edwina
Mitchell, Willis
Mize, Herbert
Moore, Vaughn
Morison, Edith
Morison, Stewart
Moss, Burton
Myers, Forrest C.
Myers, Lucile
Newman, Minnie
Osborne, Edith
Ousley, Charles
Owen, Grace Irene
Owens, Cecil
Owens, Sarah
Parkey, Jim T.
Parkey, Joe N.
Parkey, Shan
Parkey, Thelma
Parks, Frank A.
Parks, John W.
Parsons, Alice
Patterson, Lugene
Payne, Ethel
Payne, Mildred
Petree, Bryce
Phelps, Nell
Phelps, Roxie
Phillipps, Anna M.
Piercy, Carroll

Piercy, Roger Erwin
 Piercy, Sallie K.
 Preston, Glen T.
 Pursifull, Ada
 Ray, Alfred T.
 Ray, Nellie Emily
 Rector, Bessie
 Reece, Jesse
 Ritchie, Hazel
 Robinson, Ben H.
 Robinson, Robert
 Robinson, Shelley
 Robinson, Tip
 Rogers, Exel
 Rogers, Frank
 Rogers, Jesse M.
 Rogers, J. R.
 Rose, Ernest
 Rose, Lucy
 Rose, Maggie
 Schultz, Ferguson
 Sharp, Effie Fay
 Smith, John Morgan
 Smith, John Wesley
 Sneed, Niel
 Southerland, Rodney
 Southern, Oral
 Starnes, Dewey
 Starr, A. C.
 Taylor, John C.
 Taylor, Rex

Templeton, Thomas
 Thacker, Walter
 Thomas, Carson L.
 Thomas, Maurice
 Thomas, W. E.
 Thompson, Edgar
 Tollett, Anna Mae
 Turner, Frances
 Turner, Polly
 Tyler, Gladys Fay
 Tyler, Marcus Alonzo
 Vancel, Mary
 Voorhees, Frederick
 Wagner, Fred P.
 Walden, Samuel
 Walden, Niley
 Walden, Walter
 Watkins, Ada
 Watkins, Dorothy Lee
 Watkins, Roger
 Watts, Geo. McKinley
 Webb, Wm. T.
 Whisman, Elizabeth
 Wilkinson, W. D.
 Williams, Olin
 Williams, Retta Fay
 Wright, Bertha
 Wright, Harvey
 Wright, Horace
 Wynn, Mary
 Yarberry, Kate

EIGHTH GRADE

Adkins, Horace
 Arnold, Latta
 Arnold, Lawrence
 Ashmore, Paul
 Ayres, Winston S.
 Baldwin, Cres. B.
 Bolinger, Fred H.
 Bolton, Ernest
 Booker, Sam A.
 Branson, Opal
 Brewster, Jennie
 Burkes, Elizabeth
 Byrd, Eugene
 Carey, Thomas
 Carroll, Edwin
 Chapman, Daisy
 Chappell, Paul
 Clanton, Linda Lee
 Cornett, John
 Crutchfield, Lily Mae
 Cupp, Ballard

DeLozier, Luther
 Edds, Minnie Mae
 Edens, Ray
 Ellwood, Abby
 Essary, Robert
 Evans, Mollie Edith
 Evans, Roxie Jane
 Farmer, Cassie
 Fugate, Lawrence D.
 Gilbert, Chas. O.
 Goforth, Mary E.
 Green, Helen
 Green, Hubert
 Green, Otis
 Hall, Della
 Hall, Lawrence
 Hamilton, Irene
 Harper, Joe J.
 Haskew, Carl
 Haskew, Maggie
 Hayes, E. E.

Helton, Edward
 Helton, Elisha
 Hendrickson, Fred
 Holcomb, Edward
 Irwin, Thelma
 Kesterson, Joe
 Kirby, Hubert
 Kirk, Minnie E.
 Lowe, Gilbert
 Lukas, Julia
 McCoy, C. A.
 McHenry, David
 Mason, Bradley
 Mason, Robert
 May, Jack
 Miller, Elmer
 Mink, Joe
 Moore, Ted
 Myers, Sanford

Orr, B. F.
 Overton, Otella
 Owen, Edith Hazel
 Piercy, Webb
 Proffitt, Glenville C.
 Ray, Jeroulman
 Rector, Georgia
 Rice, Herman
 Rice, Lily
 Riddle, Harvey
 Salling, Lamar
 Shelby, Jesse
 Smelser, Ralph
 Smith, Opal
 Spurgeon, Lola
 Swain, Chloe Edna
 Taylor, Charles
 Tussey, Stella
 White, Frank

MUSIC

Alexander, Ada
 Allen, Maurine
 Anderson, Helen
 Ax, Alf C.
 Bingham, Catherine
 Bingham, Laura
 Bolton, Irene
 Bomar, Lucy Neal
 Bouldin, Helen
 Carr, Earl
 Carr, Joe
 Carroll, Edwin
 Chesney, Bryan C.
 Clanton, Linda Lee
 Clark, Mary Nell
 Corbett, Wm. H.
 Dore, Kenneth
 Dossett, Clara
 Edds, Minnie Mae
 Fugate, Nat
 Fulton, Mary
 Gibson, Velma
 Giles, Ruth
 Hamilton, Irene
 Hamilton, Paul
 Hoe, Walter
 Hoe, E. P.
 Hoe, H. A.

Hoe, Wm. A.
 Hoskins, Viola
 Humphries, Josephine
 Johnson, Eva May
 Johnson, Thomas N.
 Kirby, Hallie
 Lopez, Aida
 Lopez, Helen
 McCrary, Della
 McFarland, Ora
 McHenry, Ruby
 Mauney, Elizabeth
 Moneyhun, Madge
 Myers, Harriett W.
 Parkey, Shan
 Parkey, Thelma
 Pursifull, Ada
 Routh, Wm. A.
 Runyon, Thelma
 Smith, Joe Ed
 Smith, Ollie
 Thomas, Carson L.
 Thompson, Dorothy
 Tyler, Gladys Fay
 Voorhees, James
 Walbrecht, Wm. M.
 Yeary, Mrs. C. F.

CERTIFICATES—COMMERCIAL

Mildred Berkau
 Henrietta Gordon
 Vera Moore

Sara Wright
 Ora McFarland
 Annie Burkes

Edna Gish
 Nila Phelps
 Lillian Bales
 Myrtle Thompson
 Bernice Cox

DeWitt Jones
 Maynard Hand
 Clyde Essary
 Jose Parra

COMMERCIAL

Anderson, Nell Evelyn
 Bailey, S. H.
 Bailey, Mrs. S. H.
 Bales, Lillian
 Banner, Nettie
 Berkau, Mildred E.
 Berry, Arthur
 Berzunza, Julio
 Braden, Carver
 Brooks, Sherman
 Buchannan, Sydney
 Burkes, Anna Wren
 Carroll, J. P.
 Collazo, Julian
 Cox, Bernice L.
 Crenshaw, James O.
 Crittenden, Lissie G.
 Davis, Laura Lucile
 Dean, Gilla
 DeBusk, Robert Lee
 Edwards, Bessie
 Elliott, Leonard R.
 Essary, Clyde
 Essary, Mossie
 Estep, Gilbert
 Ferraez, Anita
 Fowler, Lida
 Fugate, Mabel
 Gaddy, Anne Mary
 Garrett, Annie
 Gilliam, Edgar R.
 Gish, Edna
 Goodwin, Benjamin
 Gordon, Henrietta
 Graves, Benton V.
 Hammond, Ollie
 Hofstedt, Albert F.
 Hood, Henry
 Hoover, W. M.
 Ingram, Myers
 Johnson, Eva May

Johnson, Mazie
 Jones, DeWitt Monroe
 Jones, Marguerite
 Kincaid, Oran
 Krauder, Margaret
 Loy, Record
 McCullah, Wm. F.
 McFarland, Ora
 Maddux, Wm. O.
 Mays, W. J.
 Miller, Bonnie
 Milligan, Bathurst
 Moore, Vera Alice
 Morgan, Wayland
 Moss, Albin
 Mullins, Thomas
 Myers, Forrest C.
 Parra, Jose R.
 Patterson, Bettie Rae
 Phelps, Nila
 Piercy, Sallie K.
 Rice, Flossie
 Shackelford, Lizzie H.
 Sharp, John Odus
 Smith, Everett M.
 Smith, Lina
 Spratt, Omer B.
 Swor, Guy C.
 Tarwater, Ida
 Tarwater, Lucy
 Thomas, Joe
 Thomas, Maurice
 Tolliver, Elmer
 Trent, Garrett L.
 Urcelay, Nicolas
 Walden, M. H.
 Ward, Addie Mae
 Watkins, Zella
 Westerfield, Mary
 White, Octavia
 Wright, Sarah

SPECIAL

Bailey, Mrs. S. H.
 Baldwin, J. C.
 Brooks, Wm. M.
 Colazo, Julian
 Dickinson, Grant F.

Fernandez, Pedro
 Ford, Lawrence
 Jones, Fred A.
 Peraza, Alvaro
 Sevier, Azro

AGRICULTURE

Bolden, W. H.
 Bryant, Henry
 Byrd, C. R.
 Carroll, J. P.

Earnest, Roy
 Harding, J. M.
 Mays, Luther Thomas
 Rogers, J. L.

LIST OF ELLEN M. MYERS SCHOOL

Agie, RobertTenn.
 Agie, RuthTenn.
 Agie, WilliamTenn.
 Agie, IdaTenn.
 Argo, MabelTenn.
 Adkins, BessieTenn.
 Arnold, BessieTenn.
 Arnold, EthelTenn.
 Anderson, AaronVa.
 Adams, CecilTenn.
 Bales, BurrellTenn.
 Bales, LeonaTenn.
 Bales, Addie LeeTenn.
 Bolton, ElmerTenn.
 Bolton, LeslieTenn.
 Bolton, IreneTenn.
 Blanton, IolaTenn.
 Blanton, EvaTenn.
 Browning, EthelTenn.
 Browning, ElsieTenn.
 Bussell, MargaretTenn.
 Blevins, LauraTenn.
 Brewster, IreneTenn.
 Bouldin, JamesTenn.
 Bouldin, HermanTenn.
 Bouldin, HelenTenn.
 Byrd, JosephTenn.
 Brooks, WilliamKy.
 Brooks, AurelTenn.
 Brooks, TillmanTenn.
 Bandy, ArdalTenn.
 Beler, HazelTenn.
 Cuyler, DonnieTenn.
 Casey, ChesterTenn.
 Casey, BeverleyTenn.
 Carr, InezTenn.
 Collins, ShermanTenn.
 Carroll, RobertTenn.
 Collingsworth, Claude ..Tenn.
 Cobble, KatherineTenn.
 Countess, TheodoreTenn.
 Campbell, MinnieTenn.
 Dacus, WilliamTenn.
 Dacus, MyrtleTenn.
 Dossett, RoyTenn.
 Dossett, ClaraTenn.
 Dossett, ClaraTenn.

Dinwiddie, BrownTenn.
 Estes, OlaTenn.
 Estes, WilliamTenn.
 England, RoseTenn.
 England, ElsieTenn.
 England, VergieTenn.
 Evens, MamieTenn.
 Edds, LillieTenn.
 Edds, WheelerTenn.
 Edds, HattieTenn.
 Eben, MarvinTenn.
 Erwin, RobertTenn.
 Fletcher, MaggieTenn.
 Fletcher, IreneTenn.
 Fletcher, MyrtleTenn.
 Ferry, MaudTenn.
 Ferry, PansyTenn.
 Fulton, HazelTenn.
 Ferraez, AnitaMexico
 French, ClydeTenn.
 Fortner, ClayTenn.
 Gilbert, ElmerTenn.
 Gibson, OdieTenn.
 Gibson, DonTenn.
 Gibson, FannieTenn.
 Gaylor, NellieTenn.
 Goins, EvelenaTenn.
 Haskew, EvelynTenn.
 Harber, MatildaTenn.
 Harber, VernaTenn.
 Johnson, CleoTenn.
 Johnson, MinnieTenn.
 Johnson, ClemTenn.
 Johnson, MaryTenn.
 Johnson, JamesTenn.
 Johnson, EthelTenn.
 Johnston, FredTenn.
 Johnston, MamieTenn.
 Jones, LintonTenn.
 Jones, LeeTenn.
 Jones, PearlTenn.
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MOUNTAIN HERALD

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No. 9

TO THE FRIENDS OF LINCOLN MEMORIAL UNIVERSITY

GREETING:

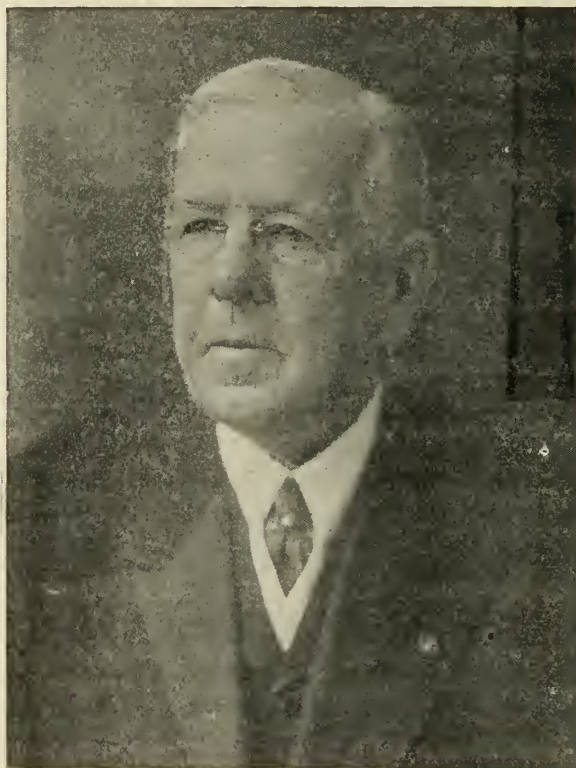
The new term opened on Labor Day, September first. About our only observance of Labor Day here is that everybody works a little harder and is a little more alert than on any other day of the year. Try as we may we are never quite thoroughly organized or arranged until the students and teachers are actually on the ground and the work is going strongly forward.

There is much hope in all our hearts with the progress of the University. We find in the assurance that comes from an endowment invested and earning, a certain sturdiness and stability that could not quite enter into our lives so long as we needed to shift from day to day for our daily bread. Another result of this work has been that everybody is a little more determined than ever before to see that the work of the University is not only done well, but done about as well as it can be done. A new thoroughness and intensity seems to pervade the workers. Many new students are with us, and they require training and adjustment. Every former student who has fallen into the ways of the institution is just to that extent an asset in organizing the work and setting things forward.

NEW FACULTY MEMBERS

At the beginning of every new year we always have some additions to our faculty and workers. We are particularly pleased this year with the type of men and women who have joined us in our work.

Hon. U. L. Marvin, LL. D., of Cleveland, Ohio, for several years the Vice-President of the University, comes to us as the Dean of our new Department of Law.



As the Department has been made possible by friends of the Judge, it is fitting that he should be the first to occupy the Chair. He is eminently qualified for the position, having had a long and successful legal career, and having served for over a quarter of a century on the bench in the courts of Ohio. In that period he received seven commissions as Judge of differ-

ent courts, and in 1908 he was elected chief justice of the circuit courts of Ohio. He takes charge of his duties as Dean and Professor with youthful enthusiasm and with a determination to "make lawyers of the boys."



Professor Arkley Wright becomes the Dean of Men and the head of the Department of Mathematics. He came to us as a member of the summer school faculty after nearly a year's service in Y. M. C. A. work in London. He is a graduate of Georgetown College and has done graduate work in the University of Chicago. He is a splendid teacher of several years' experience.



Professor James M. Nicholson conducts the Opportunity School, which is a new feature of the University. Professor Nicholson received his college education at Carson-Newman, and he studied four years in the Southern Baptist Theological Seminary, from which

he graduated with the degree of Master of Theology. He is especially trained for this present work, as he is fundamentally an inspirational leader and teacher. His department has every indication of growth and success.



Professor H. W. Small began his duties as Superintendent of Construction about August 1. He is now conducting the extensive building program for the University and is cooperating with Professor Smith in the extension of the new Engineering Department. He is

a graduate of Bates College and for many years has been connect-

ed with engineering departments of institutions in Pennsylvania, New York, Illinois, and Texas.

The Music Department is particularly fortunate in having as its head this year Miss Adela Laue, recently president of the Illinois Conservatory of Musical Arts in Chicago. Miss Laue has been a student for over twenty years of the pianoforte and its branches. She studied in Chicago and in Germany, and has made two transcontinental concert tours of the United States and Canada. She holds an enviable position in musical circles both in America and in Europe.

The Household Arts Department and the industrial work for the girls are supervised by Miss Mary E. Davis and Miss Virginia M. McMannis. Miss Davis prepares the menus for the Boarding Halls and Miss McMannis aids in the teaching of Domestic Science and superintends the work of the girls.

Miss Davis is a graduate of the Indiana State Normal and she has done graduate work in the University of Chicago. Miss McMannis was graduated from the Illinois State Normal and has spent one year at the University of Chicago. These young ladies are a distinct addition to the working force of the University, and they will mean much to the industrial life of the young women of the University.

OUR SCHOOL OF LAW

WITH the beginning of the present school term, a school of law was opened as a constituent part of the University, under the superintendence of Hon. U. L. Marvin, LL. D., of Ohio, as dean. The teaching force of this department is made up of the dean and Professor E. F. Fowler, LL. B., who for several years has been a member of the University faculty and who has now taken upon him, in addition to his duties as an instructor in other departments, instruction in the department of law.

Judge Marvin is a man of long experience both on the bench and at the bar of Ohio. Professor Fowler is an alumnus of the law department of Transylvania University, from which he graduated with the degree of LL. B. He has also had experience as a

practising lawyer in Kentucky, but most of his time since leaving college has been passed as a college professor, teaching being the work in which he delights and for which he is universally fitted. The class with which the school opened is small but is made up of young men who have capacity and a determination to get at the real science of the law, the real meaning of and reason for those rules of law, established for the purpose of protecting all in their rights, both of person and of property.

They are striving with the assistance of their text books and their instructors to know as far as possible both what the law is and why it is, having begun with the conviction that, in the language of one of England's most distinguished Jurists "He who knoweth not the reason of law, knoweth not the law." Convenient and comfortable class rooms have been fitted up and are now in use by the law classes in the second story of the library building.

A very creditable law library is now provided, consisting of many standard text books, the statutes, and a full set of Reports of the Supreme Court of Tennessee, the Lawyer Reports Annotated, together with many other reports and Digests; indeed the library as it now is would make an excellent working library for any lawyer practising in this state. To this there will be added additional reports and other books from time to time, it being the intention in the near future to have a library second to but few, if any, in the state.

It is the hope of the University authorities that ours will soon be reckoned among the leading schools for the education of young men and young women, too, for the profession of law. The effort will be to impress upon the students the dignity and true ethics of the profession, and not to let them leave the school, except as those who will honor the profession, and be a credit to the University; and this will be done in such wise that he who graduates here shall understand that there is something higher and better, than simply to win suits, but that his duty requires him to be a real aid in the administration of Justice.

The prospects now are that by the opening of the next term, there will be a considerable increase in the number of students in this department, attracted here by the character of the school and

the thoroughness of the instruction and by the fact that expenses here are as low as is consistent with suitable living conditions and thoroughness in instruction.

ENGINEERING COURSE

We are now giving a course in Engineering intended to serve as a two-year foundation for further work in Civil, Mechanical, Chemical, Metallurgical, and Electrical Engineering. This course also emphasizes the practical field work and students who complete it will be well equipped for most of the practical engineering work in our industrial activities.

The class in Civil Engineering is now completing Land Surveying and is beginning Leveling, Contour and Topographic work. Four periods a week are spent in class room work and two full afternoons each week in field work.

The Best building will be built soon and will add materially to our equipment.

We are doing much practical work now on the campus, which gives to the classes practical demonstration of engineering problems. Some of the projects now under the direct charge of the class are the building of the reservoir, laying out the fields and orchard of the campus, locating the buildings, planning a sewage disposal plant. This in general is the plan of the work. We are doing well the work which we are attempting and as our equipment becomes more adequate to our needs we must prepare to give a full four-year course.

THE OPPORTUNITY SCHOOL

A NEW DEPARTMENT in the work of L. M. U. is the Opportunity School. It is what the name indicates—a place where an opportunity is afforded young men and women whose education has been retarded to get a real start toward an education.

Educators generally realize that between the public school and the high school there is a certain lack of proper articulation; that the transition from the former to the latter is not as easy and natural as it should be. The character of the public schools and the educational scheme followed out in the section served by Lincoln

Memorial University renders this fact more pronounced here than is true of other sections of the country.

Therefore it frequently happens that pupils come to us who have availed themselves of the best their home schools can offer them and yet who are not adequately prepared to do successful work here. Indeed the experience of past years has shown us that thruout this mountain section there are scores of young men and women, strong in body and mind, real worth-while, Lincoln-like young men and women whose hearts yearn for an education and yet whose previous training does not fit them for the regular academy course of the University.

They come to us nevertheless. In such cases two courses are possible; either to turn him away when it is seen that he has not the necessary preparation or to admit him on trial after which he painfully learns for himself his lack of preparation for the work undertaken. Both are painful processes to all concerned. Either course is fraught with grave dangers for the pupil. In the first case he is very liable to go away feeling hurt and discouraged; in the other his spirit may be so crushed that his struggle for an education may be abandoned.

It is to obviate such results that the Opportunity School has been established. Here the boy or girl who has not had a chance can find it. Here the door of opportunity swings aside to any aspiring young man or woman, no matter what his disadvantages have been in the past. It is the purpose of the Opportunity School to admit any and all worthy, ambitious young people and to help them to find themselves; to arouse, encourage, and quicken them in mind and heart; to guide them in their study, help them over their difficulties, and prepare them as rapidly as possible for efficient work in the regular academic department.

The method of study and instruction in the Opportunity School is one of its most unique features. In a large, attractive, airy room in Carnegie Library, provided with suitable maps, ample blackboard space, and comfortable students' single desks, the teacher and pupils assemble each morning and remain together thruout the day. As far as possible the usual class room manner, method and atmosphere are avoided. Hard-and-fast class organization is neither possible nor desirable. The *individual* is to the

fore, and the instruction is direct and personal. The relationship between teacher and pupil is perfectly cordial, free, and natural. Is Tom or John confronted with a problem he cannot solve? The teacher is present to give just enough help so that the pupil may be guided thru his difficulty without being robbed of the joy of acquisition.

It is perhaps too early to forecast results, but we are building great hopes on this new department. So far there have been twenty-six pupils enrolled ranging from the ninth down to the fourth grade, and in age from fifteen to twenty-four years.

LINCOLN MEMORIAL'S FIRST PRESIDENT DEAD

The friends of Lincoln Memorial University will regret to hear of the death of the Rev. John Hale Larry, the first president of the institution.

For a number of years, Dr. Larry has been in declining health, and for many months, blind. Late in the summer, he contracted pneumonia; and on August 17th at his home in Providence, Rhode Island, the end came.

When Lincoln Memorial University was still a vision, those interested cast about for a person who should make their dream come true. The choice fell upon a man of New England birth, Rev. John Hale Larry of Providence, Rhode Island, who, with his charming wife, came to Cumberland Gap in Nov. 1899, to establish the work of the institution which was to embody the ideals of Lincoln.

Together, they worked and planned. The beautiful sanitarium on the old Four Seasons property just over the ridge from Cumberland Gap was renovated, re-arranged, refitted, and named Grant-Lee Hall. When finished, the place made an ideal home for the new institution.

On Lincoln's birthday, Feb. 12th, 1900, with a small group of devoted workers and with nearly a hundred young people from the hills, the school opened its doors to students, and Lincoln Memorial University was a reality—not, however, a University in the true sense of the word; but, as the twig gives promise of the tree, so this little group of preparatory students represented the

germ from which a University should grow which should challenge the respect of other educational institutions of the country.

During Dr. Larry's presidency, Avery Hall containing a chapel, recitation rooms, and dormitory space for girls was built, largely by student labor—most of the brick being made by the boys; a small hospital was erected; various departments were added; and the faculty was considerably enlarged.

Although considerably past middle life Dr. Larry brought to the work a vigor and an enthusiasm worthy of a much younger man. Those early days were days of trial and disappointment, but he maintained throughout the four years he labored at the institution, a patience and sweetness of spirit for which he constantly prayed. He was deeply interested in the young people of the mountains, and his love for them never waned.

Dr. Larry was a man of broad sympathies and generous impulses, and he set in motion in those pioneer days forces which will continue to bear fruit throughout the years. While he did not, during his presidency, realize his ideals for the school, one by one his dreams for it are coming true; and the influence of his earnest work and sincere devotion will abide.

Lincoln Memorial University extends sympathy to the bereaved ones.

MILLARD FILMORE OVERTON

IN the passing of Millard F. Overton, which occurred on the evening of Saturday July 26th, the community has lost a good citizen and neighbor, and the University a good friend. In all these capacities he will be greatly missed. He was a useful member of the Congregational Church for many years, and attended the Baptist Church after the Congregational Church at Cumberland Gap ceased to function.

He was an active and loyal Republican in politics, but placed citizenship before party interests. He was, with Gen. Howard, Hon. D. R. James, B. B. Herbert, and Col. Robt. Patterson, a member of the first Board of Directors of the University, and served in that capacity until the recent failure of his health.

His interest in the youth of this community and in the development of the University for their uplift was strong and unremit-

ting, and for many miles around, this section is better for Millard Overton's having lived in it.

Expecting his departure to be near, a few weeks before his death, with his family gathered, he partook of the Lord's Supper, and his passing was peaceful.

FARM NOTES

THE summer rains have helped the pastures and late corn.

The dairy herd has a number of Guernsey heifers which add much to the value of the Dairy.

Hay harvest is in progress and a good crop is in sight. Cow peas and millet will furnish the main part of the feed.

A small patch of alfalfa has been cut three times and very likely will furnish another cutting.

Two new fields have been seeded to alfalfa this year and already a good "stand" is in evidence.

The Corn Club boys have a fine prospect for a big yield from their acres.

The blacksmith shop is doing a good business. It is in charge of one of the college students.

A number of the agricultural students are helping on the farm.

The pure-bred Duroc-Jersey hogs are looking fine. There are about thirty fall pigs.

Although it has been raining considerably since hay harvest began, very little damage has been done to the hay as frames have been used for the shocks.

Irish potatoes planted in July are blooming and promise a good late crop.

Crimson clover sown in August is looking fine.

Sweet potatoes are yielding more than one hundred bushels per acre, and are of fine quality.

The beef cattle consist of some pure bred Aberdeen Angus and grade Shorthorns. They are all in good condition.

We are planning for a cover crop for every field for the coming winter.

The young apple orchard has come through the year with the loss of only two trees.

AN ANALYSIS OF OUR STUDENTS

It is always interesting to make an analysis of the student body at the beginning of each school year. Certain facts are learned which enable one to get a survey of the character and quality of the students. It is also interesting to compare the registration of different years and to note the changes and tendencies.

This fall in the 325 students enrolled fifteen states and two foreign countries are represented. All the Southeastern states have representatives with the exception of South Carolina, and one member of the faculty can speak for her in any assembly where she needs to be heard. Tennessee outstrips herself this year and claims fifty-three per cent of the students, more than she has claimed for several years. Kentucky boasts of twenty-four more students than Virginia. In past years Virginia and Kentucky have been almost neck and neck in the race, but this year some new impetus has made Kentucky surge ahead. The other states represented are North Carolina, Georgia, Alabama, Ohio, Texas, Mississippi, New York, West Virginia, Louisiana, Indiana, and the District of Columbia. Cuba and Mexico never fail to furnish some splendid students.

The sturdy Christian character of our student body is shown by the fact that sixty-eight per cent of the students are members of some church, and seventy-four per cent of the remainder have expressed some church preference. The denominations represented are in the following order according to the membership: Baptist, Methodist, Presbyterian, Christian, Catholic, Episcopal, Friends, Congregational, Lutheran and Jewish.

In 1916, seventy-two per cent of our students were members of some church. In 1917, although there was no decrease in the number of our students, only fifty-four per cent were affiliated with churches. This decrease was explained perhaps by the large number of our mature students going into the military service, and the encouraging increase this year is the swinging back of the pendulum.

It is gratifying to note that twenty-five per cent of our students are of college grade. We have always been proud of the sterling quality of our student body, and the fact that each year shows an increase of students of college grade indicates that our Institution is fulfilling her high mission of bringing education to the worthy and ambitious young men and young women of this region.

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No. 10

THE GROWTH OF THE MUSIC DEPARTMENT

ITS BEGINNING AND DEVELOPMENT

FACILITIES for the study of music have existed in the University since 1907, when Miss E. Theo. Manning came to the college, to a class of seven pupils. Gradually the department grew and in 1910 the first degree of Bachelor of Music was conferred. Since then, it has developed in a large and comprehensive way, with courses of music to fit its students for professional careers as performers and teachers. Moreover, the department provides for the study of music as an element of culture and refinement, or as an accomplishment. It also maintains a preparatory department for beginners and pupils of all ages.

Lincoln Memorial thus presents the great opportunity of studying music in a college atmosphere. In its high standards of scholarship and its thorough methods of instruction, the Department of Music is co-ordinate with the college of Arts and Science, with the same rules for attendance, discipline and examinations.

The modern musician, whether professional or amateur, must be something more than a clever performer. He should have an intelligent conception of the material of music, a firm grasp of fundamental artistic principles, and a discriminating taste. Lincoln Memorial University welcomes the earnest, capable, and diligent music student, who desires to comprehend adequately and to interpret worthily a noble art, rightly named "the wordless poetry of the soul."

THE MUSIC CLUB

To stimulate musical interest in the University, a music club has been organized, membership of which is open to all students of the music school as active members and to all students in the College of Arts and Science as associate members. A chorus is organized as a department of the club.



THE CONSERVATORY BUILDING

The Conservatory of Music is a very beautiful building, formerly a residence of twenty large rooms. The large hall is used as a library by music students. Before long we hope to have a complete library of music with many more reference books and a room comfortable enough to invite and encourage research work. Four rooms on the first floor are used for teachers' studios. Two rooms on the main floor are used as practice rooms. On the second floor are practice rooms, on the third, dormitory rooms. From one of the porches of this building, a landscape gardener counted thirty-two varieties of trees and shrubbery, many of them imported.

MORE PIANOS NEEDED

Nearly every piano in the Conservatory is busy from seven in the morning until six at night; and many students need more prac-

tice time than we can allow them with our present equipment. We must find some way to secure more pianos.

With already worthy achievements to the credit of our growing Music Department, there is every indication of a large future. In a superb location, with a tradition rich in romance and with a faculty and administration determined to make it succeed, the Music Department of Lincoln Memorial University will soon take its place among the foremost music colleges of the South.

THE MUSIC FACULTY

MISS ADELA LAUE

Miss Laue is recognized as one of the best of the younger concert pianists in this country and Europe. As a teacher, she has demonstrated her ability to develop a reliable technique, present

Leschetitsky principles, in a practical and interesting way. She is able to instill true musical feeling and understanding in her pupils. This to a large degree accounts for the high standard of work done by them.

Miss Laue has studied with such eminent masters as Carl Wolfsohn, Victor Heinze and others. She was formerly a member of the faculty of the Cosmopolitan School of Music and director of the piano department at the Waterloo Conservatory of Music.

Her many important concert engagements include appearance with the Berlin Philharmonic Orchestra, Germany, under the ba-



ton of Dr. Ernst Kunwald. Chicago Symphony Orchestra, and in many recitals in the music centers of Europe and America. She has made two transcontinental tours of United States and Canada playing in the larger cities in every state in the Union, except two.

PROFESSOR MCFEE

Professor McFee, head of the voice department and chorus conductor, has spent three successful years in the work at Lincoln Memorial University. He received his early training under a student of Randegggers and later finished his voice training under Signor Lino Mattioli, of the College of Music of Cincinnati. He made a special study of the anatomy of the voice, and psychology of singing, and his experience in numerous concerts has given him training that creates enthusiasm in his students. He has perfected a teaching method that places a pupil at ease from the beginning and which makes studying a pleasure. Under his direction, the choruses and the general singing at the University are attractive features.

MISS MANNING

Miss Manning hardly needs an introduction to the readers of the Mountain Herald. This year, she has charge of the Department of Musical

Theory and teaches piano and organ.

She studied the pipe organ and musical theory with the governmental organist in Goeerlitz, Prussia, and piano and musical theory with Coccium and Richter, at Leipzig, Saxony. In later years she continued her piano studies in New York with Madame Wieneskowski and with Madame Osburne.

Miss Manning has been director of music in a private school in New York state, in Simpson College, and



in Buena Vista College, Iowa. She was director of music in Lincoln Memorial from 1907 until two years ago, when it was necessary for her to give up some of her most strenuous duties.

MISS DAPHNE DODGE

It was necessary after the registration in September to send to Chicago for another piano teacher and Miss Daphne Dodge came

to us.

Miss Dodge studied for four years at the Peabody Institute of Music in Baltimore, organ in Chicago with Harrison Wild, and piano with Walter Spry, Columbia School of Music, Chicago. For over a year she has been an advanced student of piano and associate teacher under Miss Laue.

Miss Dodge is also an organist of wide experience, having played in the following churches, Madison Avenue M. E. Church, Baltimore; St. Simon's Episcopal Church, North Shore Congregational Church, Broadway M. E. Church, and Grace Memorial Chapel, all of Chicago.



THE MUSIC RECITAL

On October eleventh a music recital which will be remembered as one of the finest we have ever had at Lincoln Memorial University, was given in the Auditorium of the school. Of the three artists, one was Mr. William Morgan Knox, the violinist, and the other two were of our own faculty, Miss Adela Laue, the Director of Music, and Professor A. Vernon McFee, the teacher of Vocal Music. The choice program, selected from a wide variety of themes, so delighted the audience that the hour seemed too short.

Mr. Knox was graduated a number of years ago from the Cincinnati College of Music and later studied in Germany to perfect his playing. In addition to his concert work since his return to America, he has taught violin playing in the college where he

formerly studied.

It would be difficult to recount in a small space the particular pleasure each of his numbers gave the audience. The ethereal melody of "The Swan" marked a strong contrast to the tripping whimsical myth of the "Pierot-Serenade" in his first group. In the second group he played his own arrangement of "Songs My Mother Taught Me" by Dvorak bringing tears after the laughter-provoking syncopation of the "Canebrake" by Gardner. The "Hungarian Dance" by Haesche made a brilliant finale.

Miss Laue by her skillful and sympathetic accompanying of both Mr. Knox and Mr. McFee in their parts was responsible in no small measure for the success of the program. Because of this other work she played only two solo numbers. The first, the "Sextette from Lucia," written for the left hand alone, drew from the audience very appreciative applause at the grace and ease with which she played the difficult arrangement.

While Professor McFee is often heard on our public programs and always brings enjoyment, his hearers had never known him to be in better voice. Through the texture of his songs and their piano accompaniments, the violin of Mr. Knox wove a lovely thread of obligato. "For You Alone" was especially enjoyed.

This was Mr. Knox's first visit to the University, but now that we have had a taste of the pleasure to be had in his presence, we hope that he will return again and again.

THE HARVEST

It is one thing to set down in chronological order and statistical form, facts related to our subject. It is quite another thing to have the vision of a poet or the reasoning of a philosopher and to clothe these facts in such a way that the dry bones of statistics at first rattle and then take on the form and figure of interesting reading matter. It is the aim of this article to be in the form of a personal and confidential chat in which the writer will furnish the facts, and the reader will supply the necessary imagination.

Our harvest began in May and has been in progress ever since. That is, we cut the first crop of alfalfa in May. Also strawberries, radishes, lettuce, and rhubarb were in evidence at

that time. Then in June, clover hay, oat hay, and a variety of garden products kept a number of workers from getting lonesome and contracting gout. Now, friend reader, you perhaps wonder what all this has to do with "The Harvest." This is where I fall back on my "poet's license" and your imagination.

In July, the real harvest was on. Then the binder was brought out from its long hibernation, its canvas aprons were tailored, its bearing swere oiled, the knotter tested and the other ninety-eight necessary little things done. Then began in earnest the wheat harvest. If I were trying to influence any of you city readers to give up your occupations and become farmers I might leave out some of the common-place activities of the busy days that followed and simply say that the wheat was soon cut and that we have lived happily ever since. But as I have nothing to sell you, I am determined to tell the whole truth. Limited space will not permit me to confide in detail how the knotter failed us in the fourth round, the drive chain found its weakest link, a hidden stump called a strike, one of the mules turned "bolshevist," and many other events served to relieve what otherwise might have been monotony. After about a week of favorable weather in which the wheat and several people had some shocking experiences the wheat harvest became a matter of history. Then followed the threshing season in which about 500 bushels of grain were separated.

Hay from soy beans, cow peas, and millet, and the second cutting of alfalfa claimed attention, while potatoes, both Irish and sweet, tomatoes and roasting ears had a place on the program. Such was the passing of August.

Since corn is King this recital would be incomplete without due reference to "His Majesty." September first saw a yawning cavity eighteen feet wide and forty-five feet high, or deep, (depending upon the point of view), but the silo was soon filled and "cow kraut" is now one of the entrees on the menu of Cafe de Guernsey.

Friend reader, I wish to congratulate you on your patience, and ask you to tarry yet awhile. This article is to be five hundred words and I would respectfully call to your notice that it is like some lessons, lectures, sermons, married life,, etc., in that it

is not as long as it seems, as some of the same words have been used several times and out of the original five hundred words I still have eighty-seven and a half to use. I should append a moral, but as morals and appendices are both out of date and as substitutes are more recent I shall substitute a summary.

CROP	ACREAGE	AMOUNT
Alfalfa	21-2	7 tons
Clover	8	10 tons
Cowpeas and millet	36	60 tons
Cowpeas and soy beans	8	12 tons
Corn in silo	25	150 tons
Wheat	40	500 bushels
Garden produce	20	\$2500.00

These are only approximations and as the harvest is still on it is not a complete report of the returns of the farm.

DR. MacAYEAL'S LECTURES

NO MORE STIMULATIVE LECTURER HAS SPOKEN FROM THE L. M. U. PLATFORM WITHIN RECENT YEARS THAN DR. H. S. MacAYEAL OF THE FIRST CONGREGATIONAL CHURCH, AKRON, OHIO.

RACE AND TERRITORY

There is no doubt that God will take means to heal the world. When at Christ's death his disciples deserted him God raised up Nicodemus and Joseph of Arimathea for the occasion. The Mohammedan took Spain, and the Moor brought to Spain the science of drainage and the science of farming. The heritage of the Moor was of advantage to European civilization.

In the study of our national life there are certain conditions established and we must face circumstances. We must accept and act upon things as they are. Progress has been achieved largely through the movement of race life. There is evidence that the great civilization in the valley of the Tigris and Euphrates was negroid in character. Then the yellow race swept on until it had all Europe in its power. Then the Aryan became the dominant power in the world. Our Aryan race flowered about the time Christ was born. Rome's civilization was about breaking up. There is reason for us to believe that when the time for advance comes

God will work out a new way, though the fact remains that no race has flowered a second time.

Our task is to find the proper solution of the problem. Water seeks its own level, but that it may do so the barriers must be removed. We are told that there is room enough for all. There is a problem to be found in the distribution of people on the land in due proportion to the racial fact. China has three hundred twenty-one millions population on four million square miles of land.

In Europe prior to 1914 Belgium and Germany were feeling the press of population. The United States has the same amount of land as China and Japan. But the American Federation of Labor has prevented our brothers from coming to compete in our labor market. This reaching out for land is the unconscious race effort to prevent overcrowding. In order to increase production of food stuffs we must intensify agriculture. A dense population can not live on its own soil. They have got to go far afield and bring in that raw material the manufacture of which will feed them.

Our political expansion has been very valuable. Since 1880 we have taken two hundred fifty millions in pure gold from Alaska. In a recent year we received twenty millions in gold from them, and sent twenty-two million dollars worth of goods to them. We have sent thirty million dollars worth of goods to Hawaii and taken forty-one million dollars worth of products from them. These are small possessions, but the overturn of trade with them shows what colonies may mean.

In one year Great Britain sent to her colonies two hundred twenty-five millions in raw materials and took from them three hundred fifty millions in manufactured goods. Her overturn of trade was six millions of dollars. During the war she had a place to send her goods and from which to draw raw material, because she had built herself into the strategic places of the world: the English Channel, the Suez Canal, Ceylon, Singapore, Tasmania, Perth, New Zealand, and had built up a marvelous empire on which the sun and stars shine together.

The progress of the world is going on whether we go on or not. What does it mean to have these tentacles out over the world? Two hundred millions of people of the white groups hold most of

the land and mean to maintain the territorial status quo. We present them a treaty and say, "Sign here! Keep Out!" If the status quo is to be maintained it means that all people of color must keep out; and that solves nothing so far as the colored races are concerned. There is a law operative in expansion. France and Germany lie alongside with no natural barriers to keep out the flow. Because one of these nations had twice as much population as the other the German tide flowed towards France. Russia produces seven or eight human beings to Germany's one. The Huns were a spear head driven into the heart of Europe; else a united Slavic race would have dominated the human race. England has a right to fear a pan-Slavic re-union that will overrun India which is the head of England. She will see that the Slav does not obtain the strategic front. In the late war England had to meet Germany, not at the English Channel, but at her strategic line, the eastern line of Belgium.

The first law given to men was that they should replenish the earth. The second law was that they were to tend to that garden. In view of that law vested ownership has never yet been recognized by the law of race expansion except on one condition, viz., that the garden be cultivated. Race expansion demands that you occupy and justify your holdings. Is it, or is it not, sheer folly to suppose that the grass plains of Kentucky should have been left for an Indian hunting-ground while the white races moved around it? The need of the people was the supreme law in England during this war, and vested ownership was in abeyance.

A movement that brings together the Latin races is the natural thing. On America the right rests to pose as a disinterested party in European politics. So also Africa and New Zealand turn to the United States and support the Washington government and so exert pressure in China.

We must come to an understanding with the English-speaking people so that we shall have command of the Pacific.

We must have a navy large enough to co-operate with the self-governing provinces in the Pacific.

The trained brain is the greatest gift of God to man, and the good heart is alongside of that. We must have a new diplomacy which will show China that she has to expect, not exploitation,

but uplift at the hands of the other races. We must give up the idea of extra-territoriality between the East and the West. We must not say to China that a certain district is a little bit of America set down in China.

EQUALITY OF CIVILIZATION

If the earth is the Lord's and the fullness thereof then there is nothing it is quite so full of as of death, and yet we keep our Easter festival. The hope of immortality is like the passion flower growing up out of the graves of the dead and spreading its beauty over death.

What boys and girls should strive for is the dispassionate judgment. Anger is an unsettling thing so you can't debate or argue. When you betray passion you have confessed your position as untenable. We are debating to arrive at final truth. Therefore do everything you can to get your opponent to bring in all the information.

The discussion of growth amounts to nothing in itself. We recognize that our slums are cancerous. We must make America slumless; even if we cannot stop immigration, we must control and direct. I think we may safely say that it is the fixed purpose of the English-speaking people to hold what land we have. Upon landing at Plymouth, the Pilgrims fell on their knees to thank God for safety and then they fell on the aborigines. In the council of the Big Five there was centralization of control of the English-speaking people. If the league gives us a title to our holdings, the impuration of robbers will be removed. The Spartans controlled the Amphictyonic League in which the weaker states were compelled to be subject. At present the little states of the League are going to the United States, the power that is back of the throne.

It is said that we should shun entangling alliances, that we are sufficient to ourselves. Is that true? The lumberman will tell you that we have more than scratched the surface of our timber resources. If we have enough land to spare why are we going to the expense of reclamation? For petroleum we are prospecting all over the globe. Our importations of raw material in 1914 were 597 millions and they will probably be more than one billion for this year. The time is coming when we must draw more and more

on the resources of the whole world. To make life more livable, more pleasant, more comfortable is the direction of our striving. The emphasis is upon the creature comforts, and upon schools to develop the intellect. We can not expect to bring lower civilizations up to our level quickly and there can be no democracy until there is equality of civilization.

The export of grain from China is forbidden, except of soy beans, of which forty million dollars worth are exported annually. Indigo is raised in still larger quantities. Tea exports amount to thirty millions; silk, eighty millions. All this is without intensive cultivation. In Manchuria the uplands are especially favorable for cattle. In Shansi is coal enough to last the world five thousand years. The veins of anthracite lie horizontally, are capped with sandstone and can be easily mined. This coal, which shows 79-82 per cent of fixed carbon is now being bought for thirty-eight cents a ton. Right alongside iron ore is abundant. In South China are all kinds of minerals. There are also salt wells, one of which is 5900 feet deep—nobody knows when and how they were dug. We can recognize China and spend enough money on her to educate and raise her to an equal nation. Give the Jap Manchuria and you place a barrier in the path of Russia when she wakes again and moves toward the East.

As individuals we father our youth; why can't a great nation father the world?

EXPANSION

Law exists either to bless or to punish you. You can't violate law, nationally or any other way. There is always a danger following the breaking of a law. Democracy is the only true law of nations. Empire builds itself on the back of a subject race. The constitutional confederacy prevented each state from having relations to any other state. A nation is the institution of human right. Even the Confederacy, when it got together, decided that it could not allow any state to withdraw. Human rights are absolute rights. If the right to property is an absolute right why must you pay taxes? Robinson Crusoe was in the possession of inalienable right. But the minute Friday got there they got together and drew up a code of laws to regulate life. Natural rights must be given their position so that there shall be interrelation.

The law of life is growth; when a thing ceases to grow it takes the back track to dusty death. This is true of nations. Every nation grows and expects to grow. No nation in history ever prepared for its own funeral. A nation that dies violates the law of life. A nation believes in its own immortality. In all transfers of titles you put the word *forever*. It is reaching out, getting land, preparing to live forever. Nations die of disease or are conquered. Our democracy has grown, numerically, economically, politically.

Either there is an armed strength necessary to make conquest of property or money to buy it. The law of expansion led to new colonies west of the Alleghenies, next west of the Mississippi, then further west from Spain. When you trade abroad you have amicable relations with the foreign power for the purpose of guaranteeing the integrity of your trade. When the necessities of commerce are upon us, the progress of the world will not be stayed. It is idle to think we can bar the world of the material it needs. The outstanding fact in the history of the world to-day is that all of the world that is suited to the Anglo-Saxon is to-day occupied by them. No other nation can grow to-day except at the expense of the English-speaking peoples. France has 207,000 square miles of territory, Germany has 208,000 square miles. The German excess of births over deaths is nearly one million a year. This League will not last six months without an armed force to guarantee it. Why? Because to guarantee the status quo territorially is to deny the law of growth.

CONSTRUCTION WORK

Our force of carpenters has been very busy during the summer and fall of 1919. Among the additions already completed are two cottages; one of five rooms located on the "Ridge Road." This is a fine addition to our homes for faculty members. The cottage is well built, has hardwood floors, electric lights, and bath. Professor McFee and Professor Claxton are well pleased with their new home.

Another cottage at "the end of the lane" is just now complete. This is the home of the horticulturist, Mr. Atkinson. The house has four rooms and bath, a large basement which will provide a

fine room for incubators. The cottage is located on a nice elevation having a fine outlook toward the east where the Cumberlands stretch away into the distance and where the blue grass hills of Powell's Valley present a scene long to be remembered.

The new store will be completed at an early date. This is located on the west side of the stone wall near "The Lodge." The building is to be of early English type. It has a store room 20' x 20', a dining room 18' x 20', and a kitchen and pantry. The walls are stucco and the roof asphalt shingles.

Another building to be started at once is the W. N. Best Engineering Building. This is to be of brick and concrete, modern in every respect. It will be located on or near the site of the old dairy barn and will be convenient to the other activities of the Industrial Court.

Work was temporarily suspended on the new dormitory because of lack of material, but the plans now are to secure the material needed and push the work so we may have the roof finished before January 1. This will be a great addition to our housing facilities. It will be of brick veneer, three stories, provided with modern equipment throughout.

At a committee meeting, the boys interested and the Athletic Committee voted to postpone the work of constructing the gymnasium until early spring of 1920. However, we hope to see this completed before another school year.

Just a word in conclusion. As our school continues to grow and gives greater service to our ever widening circle, we are reminded that our building program for the immediate future must be very large. L. M. U. has outgrown its shell. We must have at once more room in dormitories and in our administration building and recitation halls. We have faith to believe that it will be done.

THE ELLEN MYERS SCHOOL

The Ellen Myers School answers a four-fold need: first, it serves as a free public school; second, as a pay school for adjacent districts; third, as a pay school for retarded pupils in the adult stage; and fourth, it answers the need of a training school for the educational department of the college.

The school this year is answering all four of these needs in an

unusually efficient manner. The building is now equipped with modern conveniences, and the teaching force is well qualified. All of the teachers have had careful pedagogical training, and their scholarship is of college grade.

The pupils are given instruction not only in the usual subjects of the grades, but also in agriculture, household arts, and vocal music. In every way we are seeking to make this school answer the several needs of this and the adjacent communities.

The present enrollment is 166 and is distributed throughout the grades. The students in the eighth grade are promoted to the L. M. U. Academy, at the close of the year. This enrollment, with the 333 students to the present time enrolled in the College and Academy, make the total enrollment at the University 504.

The state of Tennessee has recently passed a minimum term of seven months of free school. This will require us to maintain a pay school for the remaining two months of the college year. Heretofore, the term of pay school has been very much shorter, and consequently has been quite a burden on the supporters of this school. The outlook for better elementary training here is becoming brighter.

SOME OF MY RECOLLECTIONS

I remember the first school which I ever attended. It was a small log building, with benches on one side and a large, open fireplace on the other. In the Fall, in chestnut time, we could go and roast chestnuts by the fire any time we wanted to, and every few minutes some pupil would go with two or three chestnuts to roast by the coals. There was no division into classes, but we would spell down, big and little together, and we would read, each standing till he made a mistake, and then sitting down. Sometimes the teacher would go to school. He did not know much more than the pupils. In the afternoon we would all go out to play, often, instead of going to school, playing Fox and Geese, where the geese would go and gather nuts and apples. The teacher never objected to our leaving in this way. The studying was all done aloud at the top of our voices.

I do not know how the others learned anything, nor whether they learned anything, but my mother taught me to read at home. The teacher boarded around at the different houses, about three nights at a house. His punishment of pupils was severe—whipping them till the blood came sometimes.

We had no church house, but had meetings often, sometimes at houses, sometimes in the school house, but oftenest by the "Splash head," or water just above a log jam. This was the favorite place, because it was convenient for baptizing, and we would all sit on the logs on the banks. The services were long, lasting from nine in the morning till nearly supper time. Sometimes there would be a little resting time at noon to visit and walk about. Once I remember the minister could not read, and said his eyes were troubling him, and asked some one else to read the Scriptures. Sometimes two or three people would pray at the same time. The sermons were mainly threats of going to the Bad World.

When any one died neighbors would come and cry and scream, showing much more emotion than the family. The funeral was not held for several months or a year or more. Then the minister usually made a long speech praising the man who was dead. They often built grave house over graves, four or five feet high.

At weddings everybody would come, bringing chickens, ginger bread, honey, milk, cream and "stack cake." The stack cake would sometimes be a foot and a half or two feet high. It was in layers with apple sauce between the layers. At the wedding they ran sets, and played kissing games. After the supper they would drink till men and women were drunk. The young men would put the bridegroom on a rail and ride him unless he would give them candy or whiskey. In the games there were often quarrels arising from the wrong young man kissing a girl.

On my grandfather's land was a scaffold, and once a man was hanged there. My mother would not let me go, but I know that some one was shot. My uncle was sheriff and went to arrest a man, but his friends warned him they would shoot him. In my part of the country they always warned a man before killing him, by shooting a fence or tree first. My aunt ran to take cartridges to my uncle, and they warned her, but she got to my uncle, and it was finally settled with no deaths.

When I was a little girl I saw a young man steal my father's pocket book and told my father. He was going to shoot the young man, and for months a sort of feud raged, but friends finally got them to swear not to kill any one.

The father of the aunt I mentioned was shot less than two years ago, but no one has dared yet to arrest his murderer, although every one knows who it is.

I do not know how conditions are now where I used to live; for I moved away, and since I was twelve I have been at schools maintained by private generosity—an excellent settlement school and Lincoln Memorial University.

MOUNTAIN HERALD

To develop Lincoln Memorial University and to foster the educational needs of the mountain people of the Central South

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THE HOWARD ANNIVERSARY

The anniversary of the birth of General O. O. Howard was observed by special chapel exercises on November 7. Judge U. L. Marvin, Dean of our Law Department, delivered the address. A few of his remarks follow.

I became personally acquainted with General Howard in the political campaign of 1896, when Mr. Osborne invited me to become one of the party to go on the special train which he had chartered for the use of General Howard and other speakers. Howard was a man of attractive personality. He was the son of a well-to-do New England farmer. He obtained from the country schools the kind of an education the country boys got. He graduated from Bowdoin College at the age of twenty. He then went to West Point where the teaching of that day was calculated to make first-rate soldiers. At the Military Academy he stood well and was known as one of the industrious boys.

His first commission in the army was, by brevet, that of second lieutenant. His first assignment to duty was at Tampa, Florida. The important thing that happened to him at Tampa was that he was converted. He was ever afterward an earnest Christian man. (They are not in the majority among army officers.) General Howard's influence in the army was such that he brought to better things many of the younger officers who served under him. He was always a distinguished temperance man. He was

selected as a colonel of the Third Maine Regiment. By regular promotion, after the death of General Hancock, he became a Major General. He was a blessing to the army in that he showed what an army officer ought to be.

In 1862, at Fair Oaks, General Howard was twice wounded and lost his right arm. In less than three months he was again leading his men and remained on active duty until the end of the war. Duty was with him superior to all else.

General Howard came to Cumberland Gap to deliver a lecture and met the Rev. Burt Avery, of Cleveland. They discussed the Harrow school and raised money to found a University. We owe a great debt to General Howard and to those who with him founded this school, the debt that we make the best of the opportunity here presented and try to make useful women and men in that sphere of life to which it pleased God to call us.

GENERAL HOWARD IN BATTLE

Representative Sherwood, of Ohio, in an address before the House of Representatives, October 24, 1919, made this statement concerning the valor of General Howard in battle (taken from the Congressional Record):

"In the Battle of Burnt Hickory, Georgia, I saw Maj. Gen. O. O. Howard, the maimed soldier who lost his good right arm in the Battle of Chancellorsville, ride the battle line in the hottest moment of the conflict, enthusing and encouraging the men behind the guns."

ADDRESSES ON LAW AND ORDER

JUDGE MORISON

Judge J. H. S. Morison, Chairman of the Law and Order League of Claiborne County, and a member of the board of directors of Lincoln Memorial University, made a ringing appeal for law and order in an address to the students of the University on Armistice Day, November 11. In part, he said:

As I look out into your faces I know that there are some thinkers among you, and that sooner or later you will create public sentiment. Public opinion becomes the substantive law of the coun-

try. The laws of our country are the result of the thinking people. The laws are crystallized public opinion. Then how important it is to think right! We are to-day the result of our best thoughts, and to-morrow we shall be the result of our thoughts to-day.

The wise men of the country devised the Law and Order League in order that people might be taught to think in the right direction. If men will use deep thought and good common sense before the mob arises there will not be any mob.

We have just passed through the greatest war of history, and the world has been shaken from center to circumference. This war called forth the greatest acts of heroism and self-denial the world has ever known, and at the same time it has revealed the wildest and most inflammatory acts of depraved humanity. I fear that our President made a mistake when he voiced the slogan, "Make the world safe for democracy," because many peoples of the world are not ready for democracy. They have been given the wildest sort of liberty which knows no restraint. There must be some sort of an organization to restrain the fellow who does not wish to obey the law.

Our country is the very palladium of liberty, and it struck the final blow in this war which liberated the world. But since 1914, four hundred newspapers have been established in the United States, three hundred of which reek with the vilest sort of radicalism, sovietism and anarchy. Only recently the Department of Justice discovered that there is a Russian Workers' Union in this country with 7500 members. These members, scattered throughout the country are a menace to our free institutions, and they are doing incalculable harm in stirring up trouble among the millions of foreign laborers.

The leaders of the United Mine Workers ordered a strike of 500,000 men without consulting them. Fortunately we had the Lever Act which provides that when two men or a group of men combine to halt the production of any necessary commodity, it is considered a conspiracy, punishable by a fine of not more than \$10,000 or two years' imprisonment, or both. The federal court issued what is known as a mandatory injunction, which demanded the recall of the strike order. The executive council of the American Federation of Labor in a recent session complained of the in

junction and characterized the act as an "autocratic act of the courts of America which staggers the human mind." The decision of the courts of America must be obeyed.

The industrial class of the country is trying to create what is termed in law as an "imperium in imperio," a government within a government. This class is seeking special privileges.

The thinking people of the country must combat these incendiary ideas, must drive out all bolshevism, syndicalism, sovietism, and all other forms of anarchistic doctrines that are rampant throughout the land, that are being nurtured by such organizations as the I. W. W., and the Russian Workers' Union, and the three hundred radical newspapers that are distributing incendiary literature all over the country.

Uphold the law, stand for one flag, one people, one country. God will not uphold the rule of anarchy, because there is no God in it. Love the law, obey the law in every case, because on the side of law is love, peace, home and happiness, but on the side of lawlessness is anarchy, chaos, confusion, and destruction.

JUDGE MARVIN

The second address in the Law and Order series given at the University, was delivered by Judge U. L. Marvin, the dean of the Law Department, November 14. His subject was, "Reverence for the Law." The following constitutes his address in part.

I am thankful that I lived through the great struggle of the Civil War, which enabled us to sing that hymn which we sang this morning, "The Star Spangled Banner." I am thankful that the contest in the field of battle in the present war is over, that the actual military operations have ended. A year ago the armistice was signed that stopped the butchery, and we feel and hope that it will result finally in a peace that is permanent. We thought that when the war ended there would be immediate peace, happiness and prosperity to all countries, and especially to this country. You know from your reading that peace and happiness has not yet come, but we hope that it will come soon.

The lessons this war have impressed upon us are a love of humanity and a love for our country. Just what is love of country? Patriotism is the reverse of treason, and treason is defined by the

Constitution of the United States. It is a lesson of patriotism that we hold in our hearts.

Lexicographers define patriotism as love and devotion to one's country, obedience to its laws, support and defense of its actions, and promotion of its welfare. It is difficult to analyze patriotism. You do not need to analyze it to know that you have it. It bears the same relation to you as your love of father, mother, brother, or sister. We should love God first, then our family, and then our country. He whom we all try to obey gave this test, "If you love me, keep my commandments." If you love your country, obey its laws. You do not love your country when you do not obey its laws.

Just now there is organized the Law and Order League. It is organized for the purpose of instilling in the minds of the people the determination and patriotic desire to obey the laws of our country. If you think of the words of the song that we sang this morning it will help mightily toward our becoming men and women who will be useful to our country.

Begin now to obey the laws and to be patriotic. It is not necessary for you to wait for the Fourth of July, but do it this very day. Resolution is not enough. The resolution must be carried into action.

Some of you are too young and I am too old to go to war, but we can do a great service right here and now. We do not have to wait for a great war to show our patriotism. We can help by thinking, talking and feeling that our country is such a one that we love so well we will obey its laws. That is the same maxim as used by our Master.

Let us do nothing toward the destruction of good government by joining in any conspiracy to violate the laws. We read every day of mobs getting together, to carry out that which they want done immediately. Whoever encourages such action is a bad citizen and does not stand up to that test of the love of country.

"Whatsoever a man soweth, that shall he also reap." If mobocracy is sown in this country we are bound to reap it. It will be a long time before the city of Knoxville recovers from the disgrace of the mob.

It takes some courage to stand up against the will of the mob,

when the cry is "Hang him up to the nearest tree," but no man is patriotic and no man is courageous who does not stand up against it. We know that in this country there have been cases where men have been tried and found guilty by the jury, who were taken out and lynched by a mob. The mob wanted action at once, and could not wait for the power of the law. That has happened in every state in the Union.

I hope that the students who are now in this University are patriotic, that they will obey the law, and will use every influence against bolshevism. Bolshevism carried to its logical end is barbarism. It goes back to the time when there was no law.

All law is a rule prescribed by a superior power. The rule of conduct is prescribed by the laws of the state, and that means the nation and the several states. The supreme power in the state prescribes the law, uniform and universal. I hope that the time will never come when any of us become a party to trampling down any law. It is our duty to obey the laws as long as they are not contrary to the Laws of God. The ballot is the way to rescind a law.

I earnestly hope this bolshevism will so impress the people of the country that they will do all in their power to cultivate the feeling of love of country, the outgrowth of the love of our neighbors as ourselves.

PROFESSORS FOWLER AND KENNEDY

Lincoln Memorial University has been a training-school not only for its students, but also for its teachers. The teacher here finds opportunity to grow rapidly and often is sought for by a world that is always looking for men to fill its positions.

Professor Edgar F. Fowler, of the Department of Economics and Political Science, has been called to the service of the Government at Camp Grant, Illinois. The work of this Department has been well provided for by the appointment of Dr. John S. Kennedy, of New York.

Dr. Kennedy prepared for college at Markle Academy in Western Pennsylvania and after teaching three years in the public schools entered the Western University of Pennsylvania, now the University of Pittsburgh. At the beginning of his senior year he

went to New York City to take up the study of law in connection with the college work of the senior year in New York University, where he graduated and continued for three years additional work as a post-graduate student, receiving successively the degrees of A. B., LL. B., A. M. and Ph. D.

After completing his studies at the University he for over three years was in charge of a division of the Law Department of the Title Guarantee and Trust Company of New York, one of the largest title insurance companies in the world. He was then elected American Attorney of the British and American Mortgage Company, Ltd., of London, England, and for fifteen years had supervision of college work of that corporation in the United States, with headquarters in New York City.

Since retiring from this work he has been engaged in private practice, and in civic and religious work, having been closely associated with various civic organizations in New York and for several years having been a local preacher in the Methodist Episcopal Church.

Dr. Kennedy has promptly adapted himself to his new work; and the college community is gratified to have added to its influences a man of wide and valuable experience.

DR. MacAYEAL'S LECTURES

(Continued from October Number)

EXPANSION

Amalgamation supposes that there are inferior and superior races. The Jew is the only pedigreed race among the Semitic peoples. The cultural law of progress demands that blood be kept racially pure. The Turk is the sample of degeneration that results from mixed blood. There is virtue in mixed blood of the same race. Intermixtures of blood have in them no prophecy of uplift. An Anglo-Chinese race is not desirable. The instinct of a superior race is to keep its blood pure. Bryce said that the problem of the negro on American soil is our greatest. For our preservation we are bound to conceive the race-question as a national problem. Alien people are likely to be crowded out by a superior race. The final solution is: Live and let live, i. e., segregation.

Christianity is now face to face with the problem of executing

in practice what she has preached. The Asiatic can not land in California to buy land or to become a citizen. The success of the individual family depends on cooperation with the families of the community. Something will happen because of selfishness. We have been taught that this war was waged to make the world safe for democracy. We don't mean French democracy or Chinese democracy, but we mean inter-racial democracy.

THE STRUGGLE FOR EXISTENCE

We have had this struggle illustrated in colonial days. The whites, in their conflicts with the Indians, decided that our race was to build an edifice on this continent. When we were moving across to the Pacific Coast, we were having growing pains.

A people always strives to hold what it has won. The question of 1914-18 was which type is going to rule this world. The English type of speech and democracy is to predominate. Eternal vigilance is the price of liberty.

We have the stage of the world progress when this thing may happen: Somebody else may grow at our expense. Everything has been claimed and occupied. We are for an agreement now to let this thing stand as it is. We have come into great wealth which always leads to ease. There was a time when all Europe seeing the blaze of the revolution said, "France is done for." But Napoleon put all Europe under the feet of the nation that had just finished destroying itself.

There is enough unoccupied land in South America now to support more thrones than were to be found in Europe in 1914. The Monroe doctrine compels them to merge nationality if they are to migrate to South America. Production is a fixed quantity. Europe holds just one-twelfth of all the land and in the very nature of the case must migrate to care for overflow. Only one-two hundred twenty-fifth of the surface of the world is held by Japan. The English race owns or controls just one-half of the surface of the earth. We can erect a barrier and keep out the black man and the yellow man. If we mean to hold so much of the world's land we will do it with armed power or with a working Christianity, with guns or with good will. The dog-in-the-manger attitude has been the English attitude. Where one nation holds a thing that another nation wants and has the armed strength to go and

get it there is going to be trouble.

One-half of the world's population is on the shores of the Pacific. We must arm and remain armed because England and America have made a bid for trade control of the Pacific. Japan needs just what the English-speaking people need. Japan is overflowing and is spending just one-half her income for her army and navy. We allow our states to nullify moral precepts and solemn treaties whereas they should be under a federal law to compel them to agree with international treaties. American Christian Associations in California place over their doors a sign: "Chinese not allowed here." In 1908, Japan got the privilege of controlling the extra-territorial ground; and Japan taxed it; but the Hague Tribunal decided it should be tax free.

Christianity has never given Japan a square deal. Japan wants a treaty that is absolutely reciprocal, one according to which Japanese residents in America will be accorded the same privileges as are enjoyed by American residents in Japan.

The Boxer rebellion was due entirely to religious agitation, and we have had 2700 American troops in Tiensin ever since. We have got to quit practicing this sort of Christianity. Our trade has got to be carried on in reciprocity. We have got to quit scorning and contemning foreign nations.

CHRISTIANITY AT THE BAR

During the first three hundred years of the history of Christianity, it was a question whether or not it should survive. In spite of the ten great persecutions, the Church was forced to face the enemy and had called out the best that was in her. From Constantine on Christianity became patronized by governments. The separation of the church and the state was made by Davenport at New Haven. For three centuries the church was persecuted and from then on had the great support of the state. To-day the Church is on her own feet for the first time in history. She cannot depend on anything but just herself. She has to go out into the world and make good.

An ideal is in one sense an achievement (an ideal worked out). The Church must exhibit her ideals. The world has a right to an exhibition. Religion is the inspiring power. Whenever a nation has broken up, religion has failed to be realized.

You take away the religious impulse (no matter what the religion is) and all the power is gone. The spirit rules, not the body.

The world has heard the word "unity" until we are tired of hearing it. In Tokio are six churches. The Union Church and the Methodist are the only two that can sit down at the same Lord's table. The unrest that is created by perpetuating our denominations is appalling. It is an unthinkable proposition that when Jesus Christ organized the Church he intended us to prohibit each other from sitting down at the table of his body.

Jesus Christ is an idea. God made one Son in the image of us all that he might make us all in His image. We do not have the ideal of unity. While it is an impossibility to think alike, all love in the same way.

The Church professes that she loves her neighbor as herself. That has never yet been manifested to the world. We are picking out certain churches that are distinguished for their piety and by so doing admit that all others are not that way. The manifestation of the accomplished idea worked out in the world is what the world needs.

The only thing that love complains about is that it is not permitted to exercise itself. Love is the paradox of psychology. The Church is not exhibiting the spirit of sacrifice. The genius of Christianity is the spirit of self-sacrifice. One of the great promises that was made to Abraham was, "I will make thee a channel of blessing." In service he is a blessing to humanity. This doctrine of sacrifice is one of the last things we get hold of. If all the men who are going over the country talking the spirit of sacrifice should exhibit that spirit, the world would be electrified. Ministers are sent by political caucus. They come to a place by the salaries they have made and by the men of power they have influenced.

The very genius of religion is democracy. Men find God in Creation. Christian science is the last manifestation of Pantheism. There can be no sickness because God is in you. The essence of priesthood is that they use their back stairs to get something. God is accessible to everybody is the third theory, and that is democracy.

The present tendency is toward an aristocratic form of govern-

ment. Priesthood has the ear of God, and is not representative of the people. Just before the war the Episcopal Church of England put in jail its ministers in England who would not teach children that a certain form of religion is the only one.

When we talk about democracy we are talking about democracy for white Americans, not for the negro. The church must inspire the American republic to an amicable adjustment. In the Transvaal, the negro is nobody. It is up to a Christian church and a Christian nation to find the solution. Eventually abroad we must show a Christianity large enough to divide up the goods of this world equally. We need fewer ideas and more ideals. It is possible for Christianity to solve a knotty problem, the problem of the contact of the races: Christianity for the first time is challenged by forces so mighty that the church can not afford to neglect the challenge.

PROBLEMS OF DEMOCRACY

Every period of war gives rise to aphorisms such as that of Christian Jan Smuts: "Once again in the history of man humanity has struck its tents and is on the march." There are many things that we never sense until they are put to us in a concrete form. One of the early statements to man was that he was to replenish the earth and subdue it. Population has been increasing all the while, but the pastures where the cattle and the sheep feed have been depleted.

Formerly there was (where Akron now stands) a strip of territory twenty miles long and five miles wide divided into farms that were self supporting. But as population multiplied, houses and roads took up the land. People multiplied until there were two hundred thousand on the quarter section. It cost more to live so close together. It was a necessity to have a cultured people; for if one man was ignorant and by himself it did not matter. Schools were developed to remove the menace of ignorance, and that added to the expense account. Hours of labor were shortened because of life indoors, and the supply was lessened. How shall they buy this increased cost of living? They take raw material and manufacture it into something to sell, and Akron sells rubber over the whole world.

In this multiplication is the spirit of family, of brotherhood.

which is democracy. Lincoln thought it was the business of a statesman to find out which way God was going and go with him. Natural law exhibits the mind of God. In the law of growth is family. Democracy means an equality of opportunity, a fair start and a fair field in which to run. But the race must be run by the individual.

Wherever there is a slum in a city, it is not democracy. When a state allows a child under sixteen to work in a factory it is not democracy. Education ought to have state aid if equality of opportunity is to be given in all the states. The American laborer to-day sees that capital has been taking seventy per cent of the profit and leaving thirty per cent for the laborer. A remarkable per cent of the people who have the capital are in the church.

It is not democratic to place all the responsibility on the capitalist. Labor gets together and refuses to incorporate and to assume its responsibilities. If there is democracy there is family. In the development of society there is an interlacing of responsibility. Democracy goes to the root of the housing problem, of the social problem. Capitol will not solve these problems because it is selfish; nor will labor solve them, for it too is selfish. The Church, the only altruistic body, must solve them. Equality of opportunity means that we must take care of the boy of the Hungarian, who has been here only a few years, as well as the descendant of one of the Pilgrims.

The more you develop society the more it must have to live. You cannot raise a modern up-to-grade American without preferential treatment. If you give him this and then refuse to give him equal opportunity, you are going to have trouble.

THE NEXT WAR

However much you trust to Divine Providence, keep your powder dry. When certain signs are abroad in the world they mean certain things.

All the students of exegesis and of history for many years prophesied the flood of the Russian Revolution even to the participation of the United States in settling the European war. The break-up of Turkey, which they prophesied, is taking place before our eyes.

The Russian dike has broken and the Russian flood is threatening all Europe and Asia. It looks as if Russia would be the last power to make a last blow for world empire.

MOUNTAIN HERALD

To develop Lincoln Memorial University and to foster the educational needs of the mountain people of the Central South

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CHRISTMAS WEEK AT HARROGATE—A WORD PICTURE

The Cantata and Tree come the night before the students leave for vacation. On Sunday before Christmas comes the Christmas music and sermon at the college chapel. In the evening the students gather at Norton Hall to sing carols and listen to some of the lovely Christmas music which the Victrola brings within our reach. Early in the week the young men of the Y. M. C. A. go to the Grace Netrleton Home, where they have a beauteous tree, with all the appurtenances thereof. One of the young men acts as Santa Claus. They do not confine the presents to toys and candy, for needs are very real and very practical at the Home, and food and clothing are among the gifts; but not simply food and clothing, for Mary whispers in our ear needs that Martha forgets, so there are toys and candy, also.

On the afternoon and evening before Christmas some of the students go a-caroling about the neighborhood, and others go to the Tiprell Christmas tree. Tiprell is a little community nestling among the mountains, reached by trail from Harrogate, where there is a flourishing Sunday School begun by the young women of the Y. W. C. A., and now conducted by the Tiprell community, with a little help from L. M. U., which furnishes one teacher to the Sunday School, and whose college pastor, Mr. Osborne, preaches there once a month. The Christmas tree is a great occasion, and never are songs and recitations learned more thoroughly. On Christmas morning there are services at the college chapel.

For the rest of the vacation there are trips to the caves, socials, candy pulls, tramps to Middlesboro; and the days are never gloomy, even if many of the students do live too far away to go home.

SANTA CLAUS AT L. M. U.

Santa Claus came to Harrogate, Thursday evening, December 18. It was a little ahead of schedule time, but as all the snow supply had been exhausted farther north in Wisconsin and Minnesota, the old traveler was forced to betake himself to an automobile with the result that he arrived in Harrogate several days too early. As the students, however, were leaving for home the next afternoon, Friday, it was regarded on the whole a felicitous occurrence. As he had telephoned ahead, all arrangements were ready and awaiting his arrival. Red hot stoves in the big comfortable auditorium were sending forth generous blasts of heat. On the stage a great, sturdy, broad-spreading Christmas Tree touched the ceiling with its slender point. Gaily festooned around it were traditional strings of popcorn and wreathes of colored paper while here and there twinkled blue and white and red fairy sparks of light. A Christmas tree all bravely adorned and smiling always makes one wish to say with Peter Pan, "Do you believe in fairies?"

The ascending rows of benches were early filled with tier on tier of fine, fresh-faced young men and smiling, rosy girls upon whom the crisp tonic of the mountain air produced complexions which their city sisters vainly tried to emulate with other means than those of nature.

At the appointed time, seven o'clock, the college chorus gathered before the Christmas tree. A fair picture it all made. The white dresses of the girls who were seated in front resembled a bank of snow. The boys were behind them and the sparkling tree made a radiant background for it all. The program began with a really remarkable rendition of Ashley's Cantata, "The Prince of Peace." The solos were effectively sung and the choruses were well and evenly given and never ragged. The whole rendering showed the capable work of Mr. McFee, the conductor, who is in charge of the vocal department. The very able accompanist was Miss Laue, the efficient young head of the music department, whose brilliant concert work has been so much enjoyed this fall. One particularly good number was "Fear Not," the tenor solo sung by Mr. McFee, ending with a chorus "O Sun of God." Another was the double male quartet "O, Holy Light." The closing cho-

rus "Blessed Be the Lord of Israel" was splendidly rendered.

At the conclusion of the Cantata, which received much appreciative applause, Christmas festivities proper began with a distribution of Christmas gifts, for Santa Claus had brought a pack which supplied everyone with some token of his good will. Silver stickpins, Kewpie pin cushions, sofa cushion covers, perfume and fancy cakes of soap were much in evidence and not only these had Santa brought with him but also, notwithstanding the sugar shortage, an almost inexhaustible supply of candy in the way of lollipops on sticks and gaily striped lemon and peppermint sticks and "goober peas." The students formed a merry line going down one side of the auditorium and across the stage to a table back of the Christmas tree where pretty girls in white dresses like friendly fairies dispensed the varied sweets and then back on the other side to the main body of the auditorium. The scene that followed was not a feast of reason and a flow of soul, but it was a feast of candy and a flow of all-day suckers, which at times impeded conversation.

At nine o'clock, Santa Claus had his next imperative engagement to fill and his laughing guests bade him and his festive scene goodbye and wended their way from the auditorium across the campus to their respective dormitories to betake themselves to the bleaker joys of preparation of the next day's lessons, but all said only "au revoir" to Santa and not goodbye.

ELIZABETH WESTON TIMLOW

THE CALL FOR A GYMNASIUM

The students of Lincoln Memorial University in a meeting held recently unanimously decided to begin a campaign at once for funds to build a gymnasium at the University in the early spring to cost about \$25,000. Since that time the students have pledged both money and labor to the very limit of their resources for the erection of the gymnasium. They are giving whole-hearted support and initial impetus to the campaign.

THE NEED

The need of a Gymnasium for the physical training of the students of the University has always been recognized but it has not been possible to erect such a building in the past. Now the stu-

dents are solidly behind the movement, the other needs of the Institution are not so urgent as formerly, and a gymnasium in the spring of 1920 is the paramount goal of everyone.

A suitable place for physical training perhaps means as much in the lives of the boys and girls of the entire community as any other feature of the University. The baseball team of Lincoln Memorial University has in recent years made a wonderful record of victories, to the pride of every student of the University and of the citizens of this region. When this Gymnasium is secured the team will be a much better team, and will win greater victories. Basket ball and other intra-mural games will receive a remarkable stimulus. No other agency will mean more in the stimulation of college spirit.

PLANS FOR THE BUILDING

The Gymnasium will be a brick building, about 80 x 100, with a reception room, a splendid court, a balcony, and a large swimming pool. It will be completely equipped with gymnasium material and fitted with abundant lockers and shower baths. The building as proposed can be built for \$25,000, which is made the goal in this campaign, \$10,000 to be secured locally.

In the campaign, the students have made the first move by pledging a substantial sum toward the building. The Campaign Committee is to carry on an intensive campaign in this region for which Lincoln Memorial University primarily exists. We have every assurance that the alumni and the old students will pledge their quota, because they know the need of the building and what it will contribute to the community life. We know that the people of this region will respond generously to the solicitations of the Campaign Committee when they are given the opportunity.

THE CALL IS URGENT

We must heed the insistent call of our students for a Gymnasium. The need is too great for the symmetrical development of head, heart and hand not to make an attempt to supply this building.

But how? It cannot be done by our old students and present students alone, because our Institution is too young to have a large and well-organized alumni association. We are all to help, and to

help to the very limit of our ability. But to raise the full quota of \$25,000 we must have assistance from all the friends of Lincoln Memorial University who are interested in our proper development.

How much will you contribute toward the physical development of the students of Lincoln Memorial University?

THE ASSOCIATION OF TENNESSEE COLLEGES

President George A. Hubbell, Dean Boyd A. Wise, and Professor Foss Smith attended a convention of the colleges of Tennessee held in the chapel of the University of Chattanooga, December 23. The convention was called by the Association of East Tennessee Colleges and a new organization was formed to embrace all the colleges of the state. The purpose of the association is "to promote the best educational interests of the state of Tennessee." President C. O. Gray, of Tusculum College, was made president; Dr. Thomas Alexander, of George Peabody, first vice-president; President H. E. Walters, of Union University, second vice-president; and Dean Boyd A. Wise, of Lincoln Memorial University, secretary and treasurer.

An important committee was appointed, with President George A. Hubbell as chairman, to study plans for co-operation among institutions of higher education and to recommend plans and policies for this organization looking to the higher educational welfare of the state. The committee will report at the next meeting in March, 1920.

THE INTERCHURCH WORLD MOVEMENT

Dr. Dixon, rural surveyor in Tennessee for the Interchurch World Movement gave an address to the student body December 14.

He said in part: In the crisis which the church has reached we must solve problems by co-operation.

The Interchurch World Movement is just about a year old. The movement is to-day endorsed by more than six of the great church missionary boards. It is not a movement for church union. It has nothing to do with ecclesiastical doctrine or creedal belief. Again it is not another organization, but it is an agency of the churches that now exist, a thorough-going plan of co-oper-

ation of the evangelical churches of North America. Its scope is as extensive as the world. In every state of the United States, in every foreign missionary field it is to-day at work. Its extensive scope is the world. The movement has reached a hundred countries.

Its task is two-fold. Nobody knows the exact condition in the world. A particular church has often surveyed its own territory and its own membership. The task of the Interchurch movement is to survey the facts as they exist and to suggest means by which the needs of the world can be met.

What is the relation of the Interchurch movement to the great church drives that have taken place? The same week next Easter the various churches are going to put on a drive simultaneously for four hundred million dollars. The Interchurch World Movement will by its survey show them where they can best spend this money. Other businesses are conducted on the principle of looking over the ground to see whether it will pay. Every business man knows which branch of his business is paying. The ordinary man everywhere says the Interchurch Movement is a common-sense movement. It is going out into the world to do its work with a sense of its divine call to bring men to march shoulder to shoulder, heart to heart.

The scope of the work is extensive. It is surveying all the educational institutions. There are fourteen departments, of which the survey division is one; and this division in turn has two branches, rural and urban. The rural surveyor of Tennessee is to make a sociological survey of each county in Tennessee.

The second part of the survey is a statistical survey of every church in every county in the state. Then we put on a map the community boundaries and the parish boundaries, showing just how far each church reaches out and what position of territory is not under the responsibility of any church. The map shows places where no church is doing any work, and still other fields show many churches overlapping.

In one county in Tennessee there are 16,678 people, and thirty-nine churches. Eighteen per cent of the population is enrolled in the churches and only eight per cent are active church members. The average distance of the pastors from their churches is sixteen

miles. Four churches have no pastor. Nineteen have one service a month, only one has two services every Sunday. Seventy dollars is the average yearly salary of the pastors.

"Let's see what is the matter?" says the Interchurch survey. It is a movement that says, "Let's get together and take this old world for righteousness."

THE FLAG CONTEST

The annual flag contest was held this year on December 6. The lady contestants were Misses Hazel Kelly, Bessie Rector, Augusta Elders and Mrs. Bryan Chesney. The subject assigned these young ladies was, "A Fuller Program of Americanization." The contestants covered accurately the effort that has been made and is being made to Americanize the foreigner and to blot out illiteracy, and each contestant suggested other efforts that might be put forth to produce a larger Americanism. The essays showed wide reading and careful preparation.

The young men contestants were Messrs. W. M. Davis, Edgar Holt, Charles Petree, and J. L. Hackney. Their subject was "A Larger Restriction of Foreign Immigration." The contest among these young men was very close. Their papers were prepared with great care and the delivery was very good.

Two gold flag pins are given through the courtesy of the National Woman's Relief Corps; one to the successful lady contestant, and one to the most successful young man. Three judges pass on delivery and three others on thought and composition. The papers are now in the hands of the second set of judges.

RECREATIONAL AND EDUCATIONAL PROGRAMS

The University is in such a decidedly rural location the college officials sometime ago decided that an opportunity should be given the students and workers to vary the usual schedule with some such diversion as a motion picture show. A complete motion picture outfit was purchased, and a committee appointed to provide suitable programs. Professor Fred A. Jones is chairman of the committee.

After three months of operation, everyone agrees that L. M. U. has a real movie show. Every Tuesday and Saturday evening

not scheduled for some other event, shows are given in the University auditorium. A small fee is charged for admission, except when free educational features are shown, and the net proceeds go to the Grace Nettleton Home.

The committee endeavors to furnish both recreational and educational programs. Sometimes a noted star captivates the audience; sometimes a good hearty laugh is produced by ludicrous or amazing situations on the screen; sometimes quaint and beautiful countries are visited; sometimes technical lessons of great value to the students are taught in a most interesting and compelling fashion. The result of the programs has been very satisfactory and the schedule for the spring term has been arranged with the one purpose of contributing to the mental bank account of each student and worker at the University.

LITTLE ITEMS FROM THE NEWS MAN

We are fortunate in securing Professor Frank C. Grannis, lately connected with the University of Tennessee as Assistant Agonomist, as head of the agricultural department of Lincoln Memorial. He was graduated from the University of Illinois in 1910, with the degree of Bachelor of Science in Agriculture. He has had wide experience as a teacher of various branches of agriculture and was for four years county agent of Will County, Illinois. He comes to us with a great background of practical experience in farming and with splendid qualifications for the teaching of agriculture.

Judge and Mrs. U. L. Marvin during the holidays are making brief visits to Asheville, Columbia, Charleston and Savannah. We are expecting them to return to Lincoln Memorial University much refreshed for the strenuous work after the holidays.

The college circle was charmed Monday afternoon, December 22, at the news of the marriage of Mr. A. B. Harmon, of Clarks-ville, Tennessee, and Miss Hallie Kirby, of Harrogate. Professor Moore performed the ceremony. Both are graduates of the University, and they carry with them to their new home in Clarks-ville, the cordial good wishes of the entire community. Mr. Harmon's work as agricultural director of Montgomery county has won the enthusiastic approval of the farmers of the county.

We must not forget to mention a similar surprise in the recent

marriage of Mr. Charles Hooten and Miss Ollie Smith. The bride is the daughter of one of the oldest citizens of Harrogate, and Mr. Hooten is a member of the office force. Both were students of the University for a number of years, and have added much to the social life of the community.

The children of the Ellen Myers School had their share of Christmas joy, Tuesday, December 23. A special program was rendered and a large Christmas tree provided abundant gifts of candy and toys for everyone.

The children of the Sunday School classes of Miss Ruth Moore and Mrs. H. G. Osborne, were made supremely happy Sunday, December 21, when a Christmas tree, gorgeously trimmed, was unveiled in Miss Moore's room. Mrs. Osborne with the aid of appropriate pictures told the old, old beautiful story of the birth of Christ, and then the presents were distributed.

Several new students will enroll in the University after the holidays. Our dormitory facilities are taxed to the limit, but with a little crowding we can perhaps care for the incoming students until the new dormitory is erected. The foundation is nearly completed, and as soon as the weather breaks the brick laying will begin.

The beautiful new store building and restaurant, with its large bungalow windows and stucco walls of gray, located near the entrance to the Conservatory grounds, has been christened "The Bluebird's Nest." It is the nest of repose, happiness and coziness. By the skillful and delicious cooking of Mrs. Anderson it is being made a most popular and much frequented place.

Professor Lewis and his class in sociology are to make the sociological survey of Claiborne county, Tennessee, for the Interchurch World Movement. This will give the students some practical experience in making surveys, and we are expecting some very interesting sociological conditions to be revealed. It is the purpose of the University to retain a copy of the statistics gathered and of the survey map in order that we may intelligently assist in any movement to improve educational and sociological standards in the country.

THE FIRST TRIP

He was only a "wee mite of a young 'un" as his grandmother would say, but he remembers distinctly that great morning when he was to be taken from his mountain home on his first trip to the great world outside.

They had always lived in that same old house. Originally it had been a cabin. His old Scotch great grandfather had wandered over the divide from the East into this mountain cove and established his home. Then it had been a cabin and old Pisgah Mountain had looked down on this man who had grubbed a living from the valley at his feet, and looking, had beheld three generations come forth from this little home. With each generation a little had been added to the cabin until now there stood a house; a house with a garden and a great pear tree close by the door.

Of the second generation there only remained the grandfather and grandmother and of the third only the father and mother of the little boy. All the others had long since gone out into the world in search of new homes. The boy did not remember any of those who had left, but he knew they were out there somewhere. His mother had told him about her mother and father going away on that monster, which twice each day would go tearing and screeching by, just across the ridge. The boy had gradually become accustomed to the noise of this monster. Once he had actually seen it and his mother had said. "Some day we will go on that train to see grandmother." Now that day had arrived.

Long before the first streak of dawn, the father was up and had the pine knots burning on the hearth. The mother was busy about preparations for breakfast. All was excitement. This was to be the greatest experience of their lives. They were going down out of the mountains to the new land they had heard so much about but had never seen. The trip would be, at least, one hundred and forty miles each way. The father was even a little excited, and his traveling experience had been wide, he having made several trips to the county seat and into the Big Laurel country.

This morning the little boy made no strenuous objections to being washed very thoroughly for the trip. He was willing to suffer the little extra cleaning he believed necessary for the journey and then he was to have new clothes and a pair of new shoes.

The new clothes were no novelty as he had seen them made from the wool of the sheep, but the shoes were the joy and pride of his life. True, the leather was rather coarse and dull looking, but there was a red band at the top, and crowning glory of all, a beautiful shining copper band encircled the toes. After liberal applications of cold spring water and home-made soap, he came forth, glistening, to be hurried into a blue hickory shirt, a very stiff and very scratchy pair of jeans breeches, and his new shoes.

His pride knew no bounds. He walked the floor, haltingly at first as the soles were new and slick, then with gradually increasing confidence as he became accustomed to them, and finally with great gusto. This performance might have continued indefinitely, had not his grandfather tapped the floor boards with his walking stick. The boy had a profound respect for that walking stick for on more than one occasion it had been a none too gentle reminder that he had been born for better things than to drown in a rain barrel.

At last, all was ready. Mr. Morgan, the man who was to drive them to the station, drove up with the wagon and they all bundled in. Mr. Morgan and the father sat on the front seat, as is fitting and proper in the mountains and the mother and two children in the back. The road was rather rough in places and the trip to the station was uneventful except that the boy was either bumping heads with baby sister or being saved from an untimely end by the strong right arm of his mother, until finally he was admonished to "sit up there and quit trying to fall out of the wagon."

They arrived at the town about seven in the morning and as the train which was to take them away did not leave until about 12:30, you can readily see the boy had plenty of time to take in the sights. They were all new to him as his staring eyes and gaping mouth testified. This closer view of the train did not increase his peace of mind and he was a little frightened. Not so much, however, that he failed to eat great quantities of home-made ginger bread and half-ripe bananas. At last the train was ready to leave and they were "herded" on board by the Conductor, a man, no doubt, of wide experience in just such emergencies. At last, with much clanging of bells and hissing of steam the train pulled out of the shed. Fear gave way to curiosity and the boy

sat in open-eyed amazement at this miracle of his first trip on the cars.

They had been under way for perhaps thirty minutes, when he suddenly began to lose interest in things both inside and outside of the train. For some reason he felt a vague uneasiness. His eyes became blurred and hazy. He gurgled, he coughed, a mighty convulsion shook his small frame. There was a splash, a hurried movement of every one in this vicinity, a call for the porter.

Relief did not come to this suffering lad until near dusk, when the train came to a jerky stop beneath a shed. The little lad had lived a century in this short day. Bedraggled, smoke-begrimed, but still dry-eyed, he bravely arose and on very weak and wobbly limbs climbed out into the air of a strange land.

The expected relatives were not at the station to meet the little party of mountaineers. Father discovered an old, ramshackled restaurant near the depot where the man in charge informed him he could procure food and a bed for the night. The boy was assailed by new odors and new sights. Having lived in the mountains all his life his nostrils had become accustomed to the sweet scent of the balsam and rhododendron. Here, he met a conglomeration of odors, strangest of which was that peculiarly pungent scent of sour baker's bread. It did not serve as a balm to his troubled mind. He refused to eat and went to bed immediately. He slept fitfully and dreamed of great beasts with iron feet, beasts with one staring eye, beasts with smoke rising from their foreheads and flame from their throats. This was more than any boy could bear and toward morning he expressed his disgust orally and in ever-increasing volume.

Up to this time, the natural timidity, born of the mountains, had held him in check, but now it had vanished. He wanted the world to know of his discomfort; and all heard. His wailings did not cease until his father, who had gone out some time earlier, came in with the uncle who had failed to meet them. Then and not until then did a faint smile break through the tears. His traveling and his misery were about to end and apparently he was happy again. But deep down in his heart there was a wee bit of longing for the shadows of Old Pisgah and the swish of the wind in the pines.

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MOUNTAIN HERALD

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MOUNTAIN HERALD

To develop Lincoln Memorial University and to foster the educational needs of the mountain people of the Central South

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MEETING OF THE BOARD OF DIRECTORS AT CLEVELAND

A pleasant and profitable occasion was the meeting of the University Directors held at the Union Club in Cleveland, Ohio, December 29th, 1919, where Hon. Arthur L. Garford had invited the Trustees as his guests for a luncheon.

The Directors took up the various aspects of our work. It was reported that a little more than \$500,000 of the million-dollar endowment had been collected and was already at work for the University. Plans were made for the collection of other funds. Mr. Garford, treasurer of the endowment fund was charged with the responsibility of collecting other pledges, with such assistance as might be given by Dr. Hill, Mr. Seiberling, Dr. Hubbell, and others.

It was reported that the Hon. James A. Moore of New York had pledged thirty thousand dollars for the maintenance of a Chair of American Citizenship. It was voted that this Chair be established when the pledge had matured and been paid in, and the Chair be known as the James A. Moore Chair of American Citizenship.

The establishment of a corporation in New York, known as the Lincoln American Alliance, having for its object the promotion of a better and more thorough Americanism was reported to the meeting, and it was also reported that one of the objects of this corporation was to provide funds to maintain at the University a Chair of American Citizenship. There was some discussion of the

project, but the Board deferred any action till the Annual Meeting in May.

On the whole the outlook is pleasing and promising and it was the general feeling that the University is coming rapidly to a larger work and to better support, organization and service.

LINCOLN AMERICAN ALLIANCE

A number of the friends of Lincoln Memorial University and some members of the Board of Directors have recently organized a corporation under the laws of New York to promote a higher quality of citizenship and to develop a genuine Americanism throughout the country.

The objects of this corporation are admirable; and their purpose to provide funds to maintain instruction in Citizenship, Law, History, and Government is to be commended.

The great thing, however, for the University is to do its work in a neglected region of the United States and to provide for such instruction to its large and increasing body of students as may promote greater patriotism and a more efficient performance of their duties as citizens. Lincoln Memorial has always been actively interested in patriotic education. Many of the leaders of American thought have from time to time come to the University to bring their messages of hope, cheer and guidance.

In view of the fact that the Lincoln American Alliance is organized so definitely among the immediate friends of the University, and since its scope is so broad and the proper performance of its objects will involve large expense, some of our Directors fear these may absorb funds which otherwise would come directly to the University for its maintenance and development. The institution already has opportunities far beyond its power to use and even when the income from the entire million pledged from endowment has been paid and is at work, there will be many requirements which will from time to time necessitate appeals for aid from those most deeply interested in its work. In view of these situations it was decided to defer any action with reference to the relation of the University to the Lincoln American Alliance for consideration at the Annual Meeting in May.

THE RELIGIOUS LIFE AT L. M. U.

The writer of the Acts of the Apostles in quoting the words of the Council at Jerusalem, after Peter and John had healed the impotent man, "Indeed a notable miracle has been done," expresses the sentiment of the University workers as they review the work done in the recent religious awakening which took place under the leadership of Rev. John G. Vaughan, who occupies the Chair of Missions and Religions at Lawrence College, Appleton, Wis.

Dr. Vaughan came to us January 9, and held his first service that night. On Saturday night he spoke again. He occupied the pulpit at both services on Sunday, and continued throughout the four days following to speak at Chapel services and each night at 6:30 o'clock.

Dr. Vaughan's sermons and addresses to the students were on strictly Scriptural topics, and did not seek by emotional expressions to influence the lives of any. They sparkled with anecdotes, were pithy in Bible truth, and were made effective by the speaker's earnest presentation. There was no appeal to be saved from a burning hell, nor to be plucked as brands from "the burning." But the appeal was to thought, duty, and their reasonable service.

Appeals for decision followed the reading of the working basis of "The College Church of Lincoln Memorial University" and the Covenant to which every one who unites with the church must agree.

The College Church is not denominational, nor does it belong to any association of churches. It is the recognized agency of the University to promote the religious and spiritual lives of not only the students and faculty but of the community as well, and is founded on the broad basis of the Fatherhood of God and the Brotherhood of Man, emphasizing the two Great Commandments of Jesus. It does not seek to disturb previous church membership nor to persuade students to neglect a right relation to the particular Creed which they may have formulated in their own minds.

The Covenant is simple and direct: "We the officers, students, workers and friends of Lincoln Memorial University hereby associate ourselves together in a working organization to be known as the College Church of the University. 'In the love of truth and

the Spirit of Jesus, we unite for the worship of God and the service of Man.' "

This Covenant was read and the invitation was given at several services. Without undue urging or solicitation 187 people, mostly students, came to the chancel of the Auditorium, gave their hands to the leader and their names to the College Church, making in all 285 who have thus far associated themselves together.

This work is being followed by forming groups of students and workers, each group with a leader to strive to deepen and bring to full fruition the expressed desire to live the religious life. It is all being done under the supervision of the Religious Committee of the University, the Pastor, the Superintendent of the Sunday School, and the Presidents of the Christian Associations.

Mrs. Vaughan sang several solos and assisted our splendid chorus choir in the services. This earnest preacher of the gospel and this sweet singer, who interprets in song the spirit of his discourses, make an effective pair in the service of the Master. They have set at work at L. M. U. in the lives of many the true and abiding Christian influences.

MEETING OF THE ASSOCIATION OF AMERICAN COLLEGES

Dean B. A. Wise attended the sixth annual meeting of the Association of American Colleges, at Chicago, January 8-10. Important steps were taken by the Association to cement international educational relations and to bind American colleges in a closer and more effective alliance. The following extract from one of the addresses before the Association is printed because it is a variant statement of some of the ideals that Lincoln Memorial University, too, has long stood for.

President Lynn Harold Hough of Northwestern University, speaking of the "Religious Impulse in Education," said:

"As a University gains in power to produce double-entry bookkeepers it decreases in power to produce originality. All of the colleges have reason to examine how many men they are sending forth with the power of originality. A theory of life and a passion about life are vastly different things. Life itself has a right to cut its way through any system. The greatest work in education is to command all the impalpable resources of person-

ality, that thrusting out of personality after something greater than itself. The moment a man discovers something vaster than himself to which he gives himself, he enters the realm of Christianity. If you can get all the idealism of a young person passed through the burning glass of Christianity you have the universe itself on his side. Keep the splendor of personality alive, the atmosphere that will keep adventure alive. We owe that to the men and women that come under our charge."

RECITAL BY ALMA HAYS REED

The North Carolina Club of Lincoln Memorial University gave a very great pleasure to the whole community by securing Mrs. Alma Hays Reed, of Chicago, who gave a delightful song recital January 17. Mrs. Reed, who is a Kentuckian by birth, has a natural gift of language and mimicry so that she was equally at home in an Italian aria from *Rigoletto* and in English songs, French songs, and negro spirituals. Indeed, her Southern life gave her unusual understanding of both the negro temperament and the negro dialect, and this added to the fact that two of the spirituals that she sang, "Wait till I put on my crown" and "Leaning on the Lord" were by Reddick, a resident of her own native place, Paducah, Kentucky, made them a success which even Verdi failed to equal in his *Caro Nome*.

A pastoral by Vercini was sung with a freshness, gay and lilting gladness which won all hearts at the beginning. The pathos and delicacy of the Massenet and Hahn songs, which she gave in French, showed a poetic quality in her singing. Her French pronunciation was excellent, and these songs were especially enjoyed by the French classes.

Mrs. Reed sang in church on Sunday, and also went to call on some who were unable to attend the recital, and gave them the pleasure of hearing her charming voice.

Miss Laue's accompaniments are always unusual, as she gives strong support without ever allowing the accompaniment to overpower the voice; and in this recital she was at her very best, since she is a personal friend of Mrs. Reed, and there was an added appreciation and sympathy in her accompaniments.

Mrs. Reed spent two days at the University, and won friends

by her charming personality, and inimitable stories of celebrities and interesting individuals whom she had known. It is hoped that she may return as soloist in some of the oratorios or cantatas that the choral union plans to give this year.

There was an excellent and very enthusiastic audience. Mrs. Reed said that to sing before such an audience was an inspiration such as a singer does not often have.

The whole community owes thanks to the North Carolina Club for the pleasure it has given them.

PLANS FOR POULTRY AND HORTICULTURE

Sometime ago reference was made in the Mountain Herald to the new house for our horticulturist, with its spacious cellar. In this cellar will shortly be installed incubators with a capacity of over 500 eggs per month, during the hatching season. We are also building a brooders' house with a capacity of 1,000 chickens every eight weeks during the season. Thus it will be seen that the work of putting in a poultry plant long contemplated by President Hubbell is now well under way.

The natural requirements for poultry are, the lay of the ground to the rising sun, shelter from the prevailing winds, desirable shade trees, and range. The above conditions were found near what is known as "the end of the lane" and adjoining the western end of the new orchard.

Provisions are also being made for a new orchard of about twenty acres. The work was started last year. Due regard was given to the location. The University lands were looked over from east to west and from north to south to find ideal requirements. A boundary sufficient for development was considered; soil fertility and of sufficient depth over the rock or the undesirable hardpan; air and water drainage; natural storm protection; and above all, a location where the land can be worked over by cultivator and the trees sprayed on both sides of the row.

Four acres of the orchard planted last spring has made wonderful growth, showing the wisdom of the selection. This together with the other work satisfactorily done, has caused Dr. Hubbell to ask for a blue print of the three projects, poultry, orchard, and garden. Professor Smith and his able corps of engi-

neering students were called in and the various points and location laid before them. The progress of the departments along the lines outlined will be made the subject of a future article. The orchard and poultry are practically one, and will be operated as such. This beautiful section of the University farm still contains about 30 acres more of fine, fertile land for garden purposes, and at no distant day the poultry dotting the hillside, the various blossoms of apple, peach, and cherry, all in view of the campus, will be an added attraction of Lincoln Memorial University.

TRAINING BRICKLAYERS

The difficulty in securing labor for important construction at the University when it is needed, has led to the adoption of a plan to train bricklayers among the students. Mr. W. B. Robbins, an efficient and practical brick-mason of several years' experience, has been employed to teach a number of our students skill in laying brick. At the end of the course, the length to be determined by the industry and ability of the boys, the students may secure positions with the University, or with some other concern.

The students have begun their training with great zeal and enthusiasm. They work all day at building walls, fireplaces, chimneys and arches. The teacher gives close and critical supervision of each piece of work, and the smallest detail is not overlooked. When the walls are up, they are taken down, the mortar scraped off, and all is ready for another wall. Again and again is this done until rapidity and accuracy in laying the brick is second nature with the student. Practice, practice, practice, is always the task required of the students.

Mr. Robbins says his class is making great progress for beginners, and after ten days' training, two students have built a fireplace which is better than a great many brick-masons are able to construct. Pictures will be made of some of the pieces of work of the students toward the end of the course.

"JUST TWO OLD FRIENDS"

Of the many friends of Lincoln Memorial University throughout the country, few have written us with a finer expression of

loyalty and good will than "just two old folks" out at Beebe, Arkansas. We have read their letter again and again and each time our gratitude has deepened, and our zeal for the promotion of Lincoln Memorial University has increased. We wish every reader of the Mountain Herald and every contributor to the University could sense the full meaning of their loyalty, and could feel how their check for fifty dollars was given with a gracious hope for service that is unequalled.

We are taking the privilege of printing part of their letter. You will enjoy reading it. It gives us sustaining courage and increased devotion in our work.

"My dear sir:

About the beginning of our war with the Huns I sent my check for \$5.00 for the school you represent, which was returned unhonored. Bank broke; and have never recovered all my loss. Have loaned our Government every dollar I could rake and scrape, hence my apparent neglect of a cause very near to my heart. I am one of the East Tennessee "hill billies" myself, though more fortunate than some. I went to Illinois when sixteen years old, and entered school. The Civil War coming on I enlisted in an Illinois regiment and served over three years to uphold the Flag of the Free. I heard the Lincoln and Douglas debate at Galesburg, in '58. My first vote was for Lincoln.

"My oldest brother went to school at Knoxville in '45, went overland by stage coach one hundred miles and came home by floating down the Tennessee and paddling up the Hiwassee in a canoe. He brought me some books (a present) which I could not read (my education having been neglected) so I took a good cry and made some good resolutions. My father's dying injunction, when I was five or six years old, was "Thomas, my son, be a good boy and read your books." And now I would repeat this advice to all the children at the University. East Tennessee has the greatest hero of the world war. It is the best country in the world, the Switzerland of America, the home of the bravest and best men, and the most beautiful

and virtuous women.

"Maybe I will come over to see you some day and pat your boys and girls on the back and bid them God speed."

Below the signature of the writer and his wife was written, "Just us two old folks keeping house on the little farm; too old to accumulate wealth."

But not too old or too poor to help in the education of the youth of the country they love! What could be finer than the support of such loyal friends?

PREPARATIONS FOR THE SUMMER SESSION

Committees have been appointed and thorough plans have been made for the successful administration of our Summer Quarter, from May 10 to July 31. For the the last two years it has been impossible to conduct the summer session on as broad a basis as formerly, but this year conditions are becoming normal, and we have an unusual opportunity for a large summer school at the University.

In addition to regular High School and College instruction, which will continue through the term, a special six weeks' course for teachers will be offered in the best methods of teaching the subjects in the eighth grade of the elementary schools. Each eighth grade subject will be presented from the view-point of pedagogical method. Special lectures and profitable open sessions will be arranged for the benefit of the students and teachers at the session.

Our Opportunity School, which is doing wonders with our eighth grade and irregular elementary students this year, will continue during the summer. For purposes of observation of a student preparing eighth grade subjects for the first time, this department will offer excellent opportunities to the teachers.

Regular work in law and in the commercial branches will be given, and some special classes in music and in agriculture will be formed.

LECTURES ON CANADA

Mr. L. O. Armstrong, representing the Bureau of Commercial Economics at Washington, D. C., visited Lincoln Memorial University on February 2 and 3. He gave two illustrated lectures to

the students of the University on economical phases of Canada's development which particularly set forth the geographical features of our northern neighbor. His lecture, "Exploring Unknown Canada," was very instructive as it showed the natural resources of that part of the Country which are of special interest to the people of the United States, such as water power, asbestos, nickel, and road material. Mr. Armstrong hoped that there would be a much freer interchange in trade between America and Canada in the future than there has been in the past.

Mr. Armstrong came to the University last year in the interest of the Red Cross and the students remember him with much interest. At that time he used one of the Bureau's famous trucks which contain electric generators and everything of the latest and best in machinery for the production of motion pictures. Mr. Armstrong is the founder of the Alpine Club and is one of the best known explorers of Canada. He has made a specialty of studying his Country from the view-point of a geographer. He has made maps with the Indians and is a geologist of note.

We were delighted to have Mr. Armstrong give his lectures to the students not only because they showed many things of interest in Canada but because they will help in promoting the trade relations of the two great Countries of North America.

THE A. E. F. UNIVERSITY IN FRANCE

Through our government and the War Work Council of the Y. M. C. A. it was made possible for about two thousand members of the American Expeditionary forces to attend universities in England, Scotland and Ireland, about three thousand five hundred to attend universities in France and about sixty thousand to attend the American E. F. university, in eastern France, about sixty miles from the Swiss-French border, Beaune, Cote d'Or. Applications were filed at General Headquarters by several thousand men in foreign service. Being unable to satisfy the entrance requirements of the English and French universities, I filed application to be sent to the American E. F. University.

On March 13, 1919, I received orders to proceed from Bordeaux to Beaune, and report to the Commanding Officer of the University for duty as a student. I knew I was sacrificing an early return

to the States; for my division was stationed at Bordeaux awaiting sailing orders. On March 20th, I was assigned to the College of Letters, and with about 80 others, reported to the Director.

With all our earthly belongings on our backs, we started on our march to the College of Letters. Yells from the boys who had preceded us to college, rang from all directions as we marched along, "Look at the new students." I could hardly realize that I had arrived at school, and I only smiled to myself when I thought about how I was entering college there as compared with the way I would enter college in the States.

The applications for entrance to the American E. F. University, exceeded the expectations, and a large number of students were temporarily assigned to tents. Rain and snow fell incessantly for the first few days and living became so very disagreeable, the tents were condemned and we were assigned to barracks. These were concrete structures about one hundred feet long and eight feet wide, with a row of single iron cots on either side. A passage way about four feet wide extended from the door at one end of the building to the door at the other. Each barracks accommodated fifty students.

There were thirteen separate colleges, the Farm School located at Allery, Saone et Loire, twelve miles from Beaune, Post and Division Schools and the Belleville and Le Mans sections of the College of Fine Arts, that together made the American E. F. University. Each College of the University was more or less separated, having its own director. All the separate Colleges came under the jurisdiction of the Educational Director of the Y. M. C. A. and the President of the University, who was a Colonel of Infantry in the Army.

There were thirteen thousand, one hundred eight registrations in the University classes at Beaune, concerned with work of College grade looking toward College credit. There were six thousand and one hundred ninety-eight students registered, two hundred twenty-four courses, and three hundred ninety-seven classes. The students represented all ranks in the army from Private to Colonel. The faculty, about nine hundred in number, in addition to the Y. M. C. A. and other civilian instructors, were taken from all ranks of the Army from Private to Brigadier General, and

represented every part of the United States and a great number of our leading Colleges and Universities. The instructors of French were furnished by the French Government which co-operated with our Government and the majority of them were graduates of the University of Paris.

A day at the American E. F. University was very much like any other day in the Army. The first call was at 6:00 a. m., Reveille at 6:15, Breakfast at 6:30, Drill at 7:15 to 8:00 o'clock. We were marched "at attention" to school which began at 8:20. After dinner (mess) we were again marched to school for the afternoon session which began at 1:20 o'clock.

All students of the University were required to attend a lecture course, illustrated by moving pictures or slides, which was given each Saturday morning. The address was made by the heads of the different departments on such subjects as "Our Industrial Problems," and "The Elements of Citizenship." These lectures were followed by an hour of discussion.

The student completed his week's work at 12:00 o'clock on Saturday and then ten from each company which varied in number from seventy-five to two hundred were given passes good until Monday morning. Lyons, Dijon, Chalons and other neighboring cities were visited by the majority of the American E. F. students on these Saturday afternoon and Sunday passes.

We had no such expenses as tuition and laboratory fees, no room rent to pay, no books and stationery to buy, and no railroad fare to pay except when we went on pass. Our pay days came as regular as at any other time I was in the service. Our rich Uncle paid all our bills and supplied us with funds.

This short story of the American E. F. University would not be complete without mentioning the Library. The Library building had a seating capacity of fifteen hundred people, occupied about ten thousand square feet of space, and consisted of thirty thousand volumes provided by the American Association Library War Service. All books were new and of the latest editions. Special purchases were made from English and French book markets and this placed in the Beaune Library many volumes not ordinarily found in American Libraries. The staff consisted of twenty-four librarians and assistants.

In spite of the fact that I was receiving all these benefits, I welcomed orders to prepare to sail for the Good Old U. S. A. on June 15th.

—Raymond B. Kicklighter.

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Ernest H. Newmeyer, (Cape Girardeau Business) ...	Ass't. Prin. Com. Dept.
Miss Lola Wells, (Draughon's Business)	Commercial Subjects
Alfred Baldwin	Prin. Ellen M. Myers School
Miss Georgia Kirtley	Ellen M. Myers School
Miss Maggie Mae Rector	Ellen M. Myers School
Robert L. Kincaid, A. B. (Lincoln Memorial)	Sec'y of the University
Robert S. Malcolm	Secretary to the President
Roger Rector	Associate Supt. of Farm
Mrs. Felicia F. Brite	Stenographer
S. E. Piercy	Foreman of the Creamery
J. Weir Dossett	Farm Accountant
Homer Tarwater	Foreman of the Printing Dept.

MOUNTAIN HERALD

To develop Lincoln Memorial University and to foster the educational needs of the mountain people of the Central South

EDITORIAL STAFF

Boyd A. Wise, Ph. D., Dean
Lucia E. Danforth, Ph. D.
Robert L. Kincaid, Secretary

Editor-in-Chief
Associate Editor
Associate Editor

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THE SECRETARY OF THE INTERIOR WASHINGTON

I wish that 1920 may be a Lincoln year, a Lincoln year in which our people will learn to look at things through Lincoln's eyes—those kind, wise, steadfast, honest eyes—in which there was neither malice nor envy but a great sympathy and a noble common sense. Why can't we make this 1920 a Lincoln year?

FRANKLIN K. LANE.

LINCOLN'S BIRTHDAY AT THE UNIVERSITY

Lincoln's Birthday was observed at the University this year with special exercises during the chapel period. Dean Wise made a beautiful and striking presentation of Lincoln's life as the great American passion play. We print in full his thoughts concerning our great Lincoln on the one hundred and eleventh anniversary of his birth.

AMERICA'S PASSION PLAY

The life-drama of Abraham Lincoln has become the American passion play. Annually on the day of his birth forum and press vie with each other in representing some scene or act of this drama. Its hero satisfies the demands of tragedy. He rose from the humblest position to the highest. This heroic personality made events and was in turn made by them. On the fiery wave of a national crisis he was borne to the shores of immortal fame. His tragic death, though dramatically timely, was a national misfortune and a calamity to the South.

His birthday is more than a national holiday; on this day Liberty, America's vestal goddess, retrimms her torch. Though timeliness at the catastrophe caused him to "belong to the ages," though the fiery times made the man, yet these factors alone are not sufficient to explain the posthumous Lincoln. Garfield and McKinley are foils in the matter of tragic death in office, and Washington was the nation's leader in an equal crisis.

Only when the personal bias of friendship and of nearness in time is removed by the death of those who knew Lincoln and by the death also of the second generation, whom the passionate convictions of their fathers have convinced, will America gain the necessary perspective to view Lincoln at focal distance and make a judicial comparison of him with Washington. But even then doubtless the patrician will be at a disadvantage by the side of the rail-splitter. Lincoln may then be the comliest figure of democracy, because having risen from the lowest to the highest he remained unsullied by power, the enduring proof of the possibilities and safety of personal prowess in a democracy. The prophetic fire of humanity was in this man who foresaw the doom of slavery, whose clear, fearless conviction hastened the day toward which the South as well as the North was inevitably moving. He

did much to make the early occasion and in turn was made an immortal by the great event.

It is our purpose at Lincoln Memorial University to establish a recurring Lincoln Festival on February 12, when all devotees of the great man can come and refresh their souls in his spirit. Here we wish to hold fast to his ideals, to spread his Americanism, and to teach the imperishable principles of democracy which he founded upon the bed rock of equal opportunity in education. Here at Cumberland Gap where he placed the finger of strategy, commissioning General Howard first to win, and later to work, it is appropriate that we should thus honor him.

From day to day in Lincoln Memorial University, and year by year by means of this Lincoln Festival, we are establishing a growing center of potent influences which are kept alive by the enduring character of Lincoln's profound statesmanship and the marvelous precepts of his wisdom and justice. Here not only is Lincoln remembered with appropriate ceremonies and honored with memorials, but from this center we project his ideals, his influence, and his life into the responsive hearts of the people of our land.

THE MEMORIAL ADDRESS

The principal address during the exercises was delivered by Rev. Jesse Halsey, pastor of the Walnut Hills Presbyterian Church, Cincinnati, Ohio. His subject was "The Russian Situation as a Contrast to the True American Democracy." He emphasized Lincoln in life and example as a true exponent of democracy.

Dr. Halsey was an active worker on the northern front in Russia for several months during the war. He was in Petrograd when the first convention of Russian democracy was held after the overthrow of Czar Nicholas. His intimate knowledge of the conditions in Russia made his address timely and fitting.

Some of the pertinent points are shown in the following paragraphs taken from his address:

"The Russians are between the upper and nether stones of Czarism: First, Nicholas Romanoff; second, Nicholas Lenine. Since the Revolution of November, 1917, Russia has been in the clasp of the new Czar, of this mania that has seized a great por-

tion of humanity. I have seen it all, and have contrasted the bright picture of America with the dark regime of Bolshevism. America is a great light-house for the benighted peoples overseas."

"On the fourth of July, 1918, the Serbian commander came to me as to a representative of America and said that he had come to pay his compliments to America on the anniversary of America's birthday. He said, 'We have done what we could, but it is up to America to finish the job.' On the eleventh of November, 1918, we finished the job in a military way; but the job still remains to be finished so far as America is concerned. A great apathy has come over America; and unless America accepts her responsibility in the League of Nations, you can look for another war in five years. The Bolshevik regime is drawn from the Baltic to Vladivostok on the Pacific; from the White Sea to the Black Sea, with a trained army of 1,500,000. Without America, the League of Nations must fail. Without America, Great Britain has realized her impotence to cope with the Russian situation and Lloyd George has been making concessions to Bolshevism.

"In America we are asleep while autocracy and a new war threaten our civilization. The lack of a little schoolhouse and a church that puts morality ahead of emotion is largely responsible for the condition in Russia. Eighty-five per cent of her people are illiterate.

"There has been an expression of absolute confidence in America. Once a Pole said to me that his country was going to be free. I asked him why he thought so, and he replied, 'Because of your country and your President. He has said that we are going to be free and we believe it, because he speaks for 100,000,000 people who believe in a square deal.' "

"Lincoln said on one occasion, 'Maybe my chance will come. I am going to get ready.' I hope that is the American attitude, instead of the 'Nitschevo' attitude which means, 'Nothing,' 'I should worry,' 'Let George do it.' When that becomes the American attitude, and we let someone else do the worrying we shall suffer grave consequences. Years ago we disregarded the controversies between capital and labor, and now we are reaping high prices as the harvest of our indifference. No American after the days of

Abraham Lincoln can afford to say, 'Nitschevo.' It means for Russia, for any country, for any people, annihilation."

THE LINCOLN AMERICAN ALLIANCE

The Lincoln American Alliance held an admirable meeting at Cleveland on the 12th of February, Lincoln's birthday. Dr. Hill was organizer and prime mover in this meeting. Various friends, from widely separated parts of the country, were gathered to take part in the exercises of the day. In the evening a banquet was served, the Chairman of our Board of Directors, Mr. Frank A. Seiberling, acting as Toast Master.

The President of the University had an opportunity at the morning session to present in condensed form the needs of the institution and to describe its work. Dr. Hill paid a fine tribute to the University, as did Major Parker of the University of Cincinnati, Dr. Frederick B. Avery, and several other speakers.

At the Banquet, General Leonard Wood was the chief speaker. He analyzed at some length the character of Lincoln, interpreted and approved his ideals and ambitions and then launched into his own analysis and interpretation of present day problems. In a number of these he stated his own position and his address was heard throughout with great interest and genuine approval.

At the close of General Wood's address, Mr. Seiberling introduced Dr. Hubbell as President of the University.

At our meeting on December 29th, the Board of Directors authorized the degree of Doctor of Laws for Hon. James A. Moore of New York, Hon. Thomas F. Turner of Canton, and General Leonard Wood of Chicago. President Hubbell conferred these degrees at this time. After an appreciative reference to General Wood's interpretation of Lincoln and to his tribute to the man, Dr. Hubbell conferred the degree of Doctor of Laws upon General Wood as follows:

"Major General Leonard Wood, loyal American, intrepid soldier, defender of your country's honor, master executive, profound student of Government; outspoken, simple, strong, enduring man among men: upon you, by the authority of the Board of Directors of Lincoln Memorial University, and in recognition of your loyalty, your devotion to truth and your masterly service for our great country, I confer the degree of Doctor of Laws."

SELF-SURVEY FOR LINCOLN MEMORIAL

In the last few months, the President, assisted by some members of the faculty has made quite a thorough survey of the University. This has involved a study of the region which we serve, of the new lines of our development, of the places where we are weak and where we are strong, and of the purposes and ideals of the Institution. It has been in a very real sense an occasion for the taking of stock, for the study of the development of our work and for an understanding of things necessary for us to think and to do.

Throughout, the purpose has been to make Lincoln Memorial a stronger and better school, to see that as a whole and in its details it serves its purpose better and better from year to year.

There is nothing like the testing of ourselves to find the weak spots, to develop our powers, and to lead us into the realm of larger service.

All of us are impressed with the possibility of our field and the scope of the work which has been undertaken. Now to refine, to strengthen, and to achieve, are the things set before us.

THE OPPORTUNITY SCHOOL

The President and the Faculty of the University have long recognized the fact that the University's field of usefulness to the people of this section could be greatly extended if there could be a closer articulation between the University and the public school.

In addition to this fact it is well known that there are many young people in the region served by the University whose education has, for various reasons been retarded, and yet who ardently desire an education. They are not prepared to enter High School or College. They would be out of place in the public school where they would be thrown into class competition with children. It would be poor pedagogic policy to subject these mature young men and women to the same conditions, and to expect the same standards as would prevail for children.

In order to meet these conditions there was planned for a long time the establishment of a school in connection with the University that should both form the bridge between the public school and the Academy, and also meet the educational needs of those

young people who, by reason of age and physical maturity, have already passed beyond the reach of the public school.

Accordingly, during the summer of last year the preliminary arrangements for a Department of this kind were made, and the plan took concrete form in what is known as the Opportunity School. A large, airy, and attractive room in the Carnegie Library was furnished with new single desks, maps, charts, and other equipment, and at the beginning of the fall term of last year Professor J. M. Nicholson was installed as head of this new Department.

THE METHOD

Here pupils and teacher meet and work together through the day. There is that easy, natural, and simple relationship between pupil and teacher which produces a healthy intellectual atmosphere, and conduces to rapid, natural, and symmetrical growth. The ordinary class-room atmosphere is dispensed with; the usual professional manner of the teacher is abolished; and pupils and teacher meet as friends and co-laborers at a common task.

The method of supervised study is strictly adhered to. Every subject is studied under the direct personal supervision of the teacher. The pupil is encouraged to acquire a method of study. In the preparation of a lesson the pupil is taught to cull the thought from the sentence or the paragraph, and to express it in his own words, and to discriminate between those things that would be "dead lumber" to the mind, and those things which should become a permanent part of the mental furnishings.

THE TEACHER STUDIES THE PUPIL

It will readily be seen that the individual has a large place in the scheme. By being constantly associated together, the pupil and teacher come to understand and sympathize with one another. The teacher learns the thought grooves, the vocabularies, the eccentricities, the mental habits of his pupil, and is thus the better able to direct his study and to mould his mind and heart. At first the pupils were too timid to confide their difficulties to the teacher, or even to ask for help on difficult problems. But the adjustment came, and now the supervised study hours are the busiest hours of the day. When to give help and just how much help to give

are among the great problems the teacher has to solve. But when the intellectual habits and the mental content of the individual pupil are well known a wise decision can usually be arrived at.

"I CAN FEEL THE GROWTH"

The School stands as its own vindication of its method—if any vindication is needed. Perhaps no better conception of the work can be had than to see it through the eyes of some of its pupils themselves. "I can *feel* the growth that I have had this year," said a young lady pupil who has made a most excellent record. "I didn't know how to study when I came here. Now I can dig a lesson up by the roots, and have the satisfaction of knowing I *can do* the thing," said another girl.

OUR SCHOOL THIS STUDENT'S HOPE

"What aroused you, Abe, and inspired you to set out at 24 years of age to get an education?" the teacher asked a young fellow, as they remained together for "heart-to-heart talk" after school one evening. "Oh, the war! the war!" he said readily and decidedly. "It was 'over there' that I came to realize how little life was without an education. I saw opportunities pass and promotions that otherwise would have been mine fall to others because my lack of education incapacitated me for them. I decided if I lived through the war and got back I'd get an education, and I intend to have it if it takes me till I'm thirty-five. But where could I have gone to get it if it were not for the Opportunity School?"

AT LAST THIS STUDENT IS FREE TO GROW

"I was thrown upon my own resources when I was twelve years old," said another young fellow, who came down out of the Clinch mountains. "I didn't get to go to school **any after** father and mother died because I had to make my own living and support my younger brother and little sister. By the time I was fifteen I had saved up a little money; so I bought me a wagon and team and went into business for myself. I don't tell everybody these things, but I don't care for telling you," he said. "I have saved enough money to buy a little farm that will make a home for my brother and sister, and they are now large enough to make their own living. My hands are untied now and I intend to remain in school here for five years. Then I'm going to study medicine." No one

looking at this young man at that moment could have doubted that he will one day realize the pent-up longings of the years of noble waiting.

THE SCHOOL IS GROWING

The work was begun last fall with some twenty pupils. There has been a constant growth even to these last weeks of the spring term. In fact, it seemed at the beginning of the spring term that space and teaching force could hardly be provided. But new desks were added, and Dr. Danforth and one of the young men who is graduating from college this year very generously came to Professor Nicholson's rescue by volunteering to relieve him of a part of the work of the Department.

GRANT-LEE PUBLIC PROGRAM

The Grant-Lee Literary Society held its twenty-second annual public program on February 21, at the Auditorium.

Mr. Chesney's welcoming address was simple and genuine and entirely free from formal or trite expression.

Mr. Cecil Shanks gave as a declamation, "Napoleon at the Pyramids." His manner was dignified, and voice and enunciation excellent.

Mr. Cochran gave four original poems that showed metrical ability. "My Dad" was especially fine and wholesome, and showed promise of what we may expect from Mr. Cochran, who may be the laurel-crowned poet of the Cumberlands as well as of the Grant-Lee Society.

Mr. McHenry gave the prophecy which was much more interesting, cheering, and we believe, more accurate than the ouija board prophecies which seem to be disturbing the mentality of so many of its devotees. At least, we pin our faith to Mr. McHenry instead of to the ouija board.

Mr. Henry Thomas gave an oration on "The Present Age." Mr. Thomas who is always earnest and strongly altruistic, was at his best in this oration.

Mr. Oran Kincaid renewed our pleasure in Mark Twain's travels in Italy and his experiences with the immortal guide.

The debate was between William Davis and Ira Smith on the

subject, "RESOLVED: That the United States should intervene in Mexico." Both debaters were full of animation, and it was an unusually interesting debate.

Mr. Spence read the latest edition of "The Grant-Lee Challenge."

The program was immediately followed by a banquet at Norton Hall where faculty and fellow organizations were lauded generously and truthfully.

DECLAMATORY AND RECITING CONTEST

The Annual Declamatory and Reciting Contest of the Academy department was held March 6.

Miss Mary Westerfield gave a reading, "A Right Sweet Cuss" from Bill and the Major. It was a novel selection, which was given so naturally and so reverently by Miss Westerfield that Billy's prayer, in spite of its drollness, was absolutely free from any irreverence.

Miss Kincaid followed with another humorous selection, "Saunders McGlashon's Courtship," also greatly enjoyed.

Miss Easterling gave with unusual charm and pathos a selection from "Patsey."

Miss Mullins gave Sir Gilbert Parker's lovely "Going of the White Swan." Miss Mullins showed her ability, but a throat still weak from tonsillitis prevented her being heard distinctly in the rear of the building.

Mr. Kicklighter's declamation, "Eulogy on Lafayette," was finely given, but was not one which showed quite enough variety and dramatic quality to be as effective as some other selection might have been.

Mr. Kincaid gave "The Trial of Abner Barrow" in a very pleasing manner, especially the last part.

Mr. J. J. Ray gave the serious selection "Time and Eternity," by Addison. Mr. Ray has a very fine voice, which carried better than that of any other speaker, but his manner, like the selection, was too heavy and serious and admonitory.

The first places were given to Miss Easterling and Mr. Kincaid.

The yells were unusually good. Many of them were musical,

based on songs or ballads, and they were exceptionally pleasing as well as humorous.

THE FORESTRY CLASS VISITS A

LARGE LUMBERING OPERATION

The boys in the Forestry Class at the University have been working all the year on the University's forest tract, estimating and cruising timber, and studying the silvicultural problems that lead to the selection of timber for cutting. During the winter term the results of their marking were followed from the stump to the lumber pile at the University's mill yard. When the question arose of how the big operators handled their operations, Professor Claxton took his boys to the Babcock Lumber and Land operation in the Smoky Mountains and made a visit to that company's splendidly equipped band mill at Vose, Tennessee, near Maryville.

At Mr. Babcock's suggestion the trip began at the mill where the class was given every courtesy and full freedom to the place. The studies began at the log pond and the logs were followed through to the lumber stack. This double band, re-saw mill with its 100 to 125 thousand feet capacity per day was an excellent example of what our modern mill and equipment is. Studies were made of methods of handling the logs in the pond; the selection that is made possible by the pond of grouping the species for the day's run; the methods of handling the logs from the log deck to the carriage and the boards from the saw through the edger; the rough grading of the free lumber on the trimmer's table before being trimmed; in the sorting sheds before being handled by the stocking crane (an unique feature of this mill's equipment) and carried to the piles in the yard.

A close mill scale study was made for one whole day to compare the amount cut by the mill according to the Doyle Rule, with the actual lumber tally. To do this the logs were scaled accurately as they entered the mill and the lumber tallied as it left the trimmer. At the end of the day the class were able to tell Mr. Babcock that his mill had exceeded by 12.9 per cent the amount credited by the Doyle Rule. As the run of logs had been rather

defective that day, it was evident that this was a smaller percentage than usual. At the mill the lumber grading which the boys had done previously was checked by comparison with the company's lumber inspectors and many good points were picked up which were valuable.

On the Slick Rock operation of Mr. Babcock's company, the class studied the operation of the Lidgerwood cable-way skidders which were bringing in logs from distances of over 4000 feet to the railroad. These powerful machines are placed at advantageous points where their main cable may be run out in several radiating lines from the machine as a center. These lines are 100 feet apart and all logs on either side of the lines for a distance of fifty feet are skidded in, are raised to the trolley, and are hauled to the machine at the railroad. The logs are dropped at the railroad, picked up by log loaders and loaded on flat cars ready to be hauled to the mill some fifty miles away. The loaders were a subject of much interest and some time was spent in studying their method of operation, the crew necessary, and the expense of operation.

The boys were greatly interested in the 90 ton shay-gear locomotives which hauled three standard 42 feet Southern railroad flat cars up 10 per cent grades and around unusually sharp curves to the top of the mountain and then returned with a train of eleven loaded cars. The secret of the power of these locomotives lies in the three piston rods working vertically set at an angle on the geared driving-rod of 120 degrees so that there are always two cylinders working under full power while the third is being carried over center. This, together with the fact that all the wheels are driven by gears from the one horizontal driving shaft accounts for the tremendous traction of these locomotives.

The camps with their sectional houses which can be taken apart and loaded on flat cars when moved, the hospital, commissary, etc., were all noted by the class and report of the whole operation from stump to mill was made on their return to the University.

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No. 4

EAST TENNESSEE COLLEGE ASSOCIATION

A meeting of the East Tennessee College Association was held at Lincoln Memorial University on April 23d. After the discussion of the question of merging the organization with the larger organization of the Tennessee College Association, it was voted to suspend the organization for an indefinite period.

President C. O. Gray, of Tusculum College, was chairman of the meeting. He said that the East Tennessee College Association was organized four years ago for the purpose of increasing the fellowship among the colleges of East Tennessee and of promoting the best educational interests of this section. In that time the Association has accomplished much it set out to do. Athletics has been made cleaner, and the life work of the colleges has been adjusted better than it used to be.

President Hubbell of Lincoln Memorial University doubted the advisability of discontinuing the organization. He said, "I am not so sure that the association has done all that it can do. I believe that some such organization in this state should set to work a power that will fix beneficial college policies of the state."

"Old educational standards must go. The war has taught us that certain types of education can be learned in a comparatively

short time; emergency has forced upon us many lessons.

"More than half of the students in the state are in denominational and private institutions. The state should utilize these schools; their power and force must not be clipped through lack of support and cooperation. Let us use this mass of wealth, mass of energy, and mass of consecration in breaking down the wall of ignorance in this state."

Dean Wise of Lincoln Memorial University said that he saw possibilities that the Tennessee College Association might be used as an instrument in the hands of the politicians. "Our Association should be ready to be renewed at once, in case it were necessary. I think that it ought to merge itself, at least temporarily, in the larger organization, and thus give that organization the opportunity of accomplishing large ends."

Dean Hoskins of the University of Tennessee felt that the organization should be merged, but he felt strongly about the good that had been accomplished by the East Tennessee Association. He also advocated admitting the normals on the basis of junior colleges. He said that would be good for the normals.

Professor Ford of Lincoln Memorial University felt that the topography of the state argued strongly against the success of keeping intact an effective organization for the whole state.

On motion of Dean Hoskins it was voted to suspend the work of the Association for a period of two years, or for an indefinite length of time, retaining the same officers who are now at the head of the organization: Dr. C. O. Gray, president; W. B. Boyd, vice-president; Dean Boyd A. Wise, secretary and treasurer.

Professor Southwick of Maryville College discussed the relation of colleges to the Interchurch World Movement. He said that the colleges should support the movement tactfully and judiciously and lend as much aid to it as possible. He expressed a fear that the movement should be hampered by over-organization. Other speakers on this question were Dr. I. S. Anderson, a member of the board of directors of King College, Professor Lewis, of L. M. U., Professor Ford, of L. M. U., Professor Wright, of L. M. U., and Dean Hoskins.

Dean Hirschman, of Tusculum College, discussed what legislation is needed for the betterment of education in Tennessee. He

said that the function of the college should be to produce leaders, and of the state to furnish vocational training. The colleges should not attempt to take care of the public function which is to give every boy and girl in the state an education of the occupational type. Our colleges should be individuals; they should not be held to a strict curriculum, and yet a degree should mean something. The distinctive type of education should not be attempted by the state but should be left to the colleges.

Dean Hoskins recommended the passage of a law which would provide for the appointment of the state superintendent of public instruction by a non-political education board composed of competent men, and that he serve as long as his services are satisfactory.

The colleges represented at the meeting were University of Tennessee, Maryville College, Tusculum College, King College and Lincoln Memorial University.

THE KNOXVILLE CONFERENCE

OF MOUNTAIN WORKERS

The Knoxville Conference, held April 6-8, was an occasion of much sadness this year from the loss of Dr. Campbell. Ever since its beginning it had centered in one man, Mr. John Campbell of the Russell Sage Foundation. He had worked for years in the mountains and later had gained a knowledge through visits, correspondence, and associations such as was possessed by no one else. His tact, sympathy, good judgment, deep interest and breadth of outlook made him such a leader as could not be replaced, and it was long feared that there would not be a conference after his death last May. Mrs. Campbell whose knowledge of the work was almost as great as her husband's undertook the task of arranging a conference and a most successful one was held.

The most important piece of business of the Conference was the decision to continue it hereafter. The most important work of the conference is the extension of the acquaintance of every one who attends. The Methodists learn what the Baptists are doing. The nurses learn what the teachers are doing. The settle-

ment workers learn what the colleges are doing. In this way each one becomes more efficient and of broader sympathy and outlook.

The place of the Mission School in the mountains was discussed. It was felt that the mission Day School is no longer wise or necessary, but that the mission Boarding School is still very necessary and will, perhaps, be so for many years to come. One speaker objected strongly to the word "Mission" as applied to any mountain work but it seems to most of us that there is no more patronage in saying Mission School than in the expression "gifts to colleges." He also objected to the novels of John Fox, Jr. We hardly see the point of the objection unless all novels which deal with picturesque and unusual features are to be censured.

Much emphasis was laid on health work, fighting trachoma, and on better care of mothers and infants. What can be done in trachoma has been shown in Claiborne county, which was full of trachoma a few years ago. Now, through the work of the Tazewell hospital, and instruction in care of the eyes and the danger of the common towel, this disease has been practically wiped out of the county.

It was felt that one of the most important measures for mountain work must be realizing that the State is a unit; the city counties and country counties must be financed for medical and school purposes together, rather than as separate counties. The ideal is national unity, and some said world unity, but state unity is at once feasible and imperative.

The Interchurch World Movement was explained. It was felt that in the Mountains as in all sparsely settled communities there must be elimination of superfluous churches. One minister in each four communities can do far more good than four ministers in the four communities, each making the circuit once a month.

All of the Mountain Workers are very grateful to Mrs. Campbell for the excellent conference.

The following people went as delegates from Lincoln Memorial University: Judge and Mrs. U. L. Marvin, Mrs. Geo. A. Hubbell, Miss V. W. Buffum, Dr. Lucia Danforth, Professor J. H. Moore, and Professor Arkley Wright.

INTERCOLLEGIATE CONTESTS

The initial entry of the students of Lincoln Memorial University into the Tri-State Forensic League, recently organized to include the colleges of Tennessee, Virginia, and North Carolina, has brought to the University a new prestige even though all of her representatives were defeated in the contests.

In the oratorical contest held at Tusculum recently, in which Tusculum, Maryville, Emory and Henry, Carson and Newman, and Lincoln Memorial University, were represented, Mr. Henry Thomas, the representative of L. M. U., charmed the audience with a beautiful oration on "The Process of the Suns." Mr. Thomas won first place on delivery, but on the final count which included other grades he was accorded second place, the representative from Carson and Newman being given the first honors.

In the dual debate with Maryville College, our debaters met with a difficult situation. The Maryville debaters had been thoroughly trained in intercollegiate contests and they were excellently prepared on certain offensive tactics which our inexperienced debaters were not able to meet successfully. Although our boys have had much experience in inter-society debating, extemporaneous speaking through long rebuttals has not been sufficiently developed, and our boys went down before the terrific fire of well-planned extempore questions.

The subject under discussion was "Resolved, That the United States should own and operate the coal mines." The affirmative speakers for L. M. U., who remained here were Mr. Robert Cochran, Mr. Cedric Beverly and Mr. Laudie McHenry. They lost the decision on the vote of the judges two to one.

The negative speakers for L. M. U. who went to Maryville were Mr. Park Carr, Mr. W. B. Crockett, and Mr. Cecil Shanks. They also lost the decision after a strenuous argument, with the count of two to one.

The University is proud of the efforts of these seven young men who have represented her so creditably in contests with other colleges. The boys accept their defeat, perhaps with a little chagrin, but certainly with a proud sense of having acquitted themselves most favorably in this first appearance in an inter-collegiate contest.

THE CHRISTIAN ASSOCIATIONS

The two Christian Associations at Lincoln Memorial University have wrought many good results for the religious life of the Institution during the past year. The Y. M. C. A. under the direction of Mr. Charles Petree, the president, has made a definite impress on the life-work of the boys at the University. Miss Claris McCrary, the president of the Y. W. C. A., and her associates have brought into that organization a spiritual atmosphere which has led to fine achievements. The weekly devotional meetings in each association have taken up many vital spiritual problems of students, and the Bible study courses initiated last fall and continued through the year, have been excellent supplements of the training received in the meetings.

The Y. W. C. A. delegation to the Blue Ridge Conference this year will be the largest in the history of the University. Fifteen earnest workers in the Association will go for the Boys' Workers Conference which will begin May 19, where they will do some work for the Blue Ridge Association, and will remain over for the Y. W. C. A. Student Conference to begin June 4. The following girls expect to go: Mrs. Bryan Chesney, Misses Rose Irwin, Nina Bates, Nancy Cozatt, Viola Hoskins, Mary Westerfield, Eloise DeLoach, Myrtle Thompson, Lelia Mullins, Ada Niceley, Grace Owen, Grace Kirk, Ruth Giles, and Bobbie Overton.

The officers of the Y. W. C. A. for next year are Miss Nina Bates, president; Miss Lena Wells, vice-president; Miss Ada Alexander, secretary; Miss Hazel Kelly, treasurer.

The delegation of the Y. M. C. A. to the conference has not yet been selected. The officers for the Association next year are Mr. Laudie McHenry, president; Mr. Cecil Shanks, vice-president; Mr. Russell Campbell, secretary; Mr. Forrest Myers, treasurer.

THE SUMMER SCHOOL

The annual summer session of Lincoln Memorial University begins May tenth and continues for three months with Dean Boyd A. Wise as director. The indications are that a large percentage of our present student body will remain for this session and that

many new students will enroll. Convenient arrangements have been made to give practically any work desired by a sufficient number of students. In certain approved subjects students will be allowed to do a full year's work in three months, but a student will be allowed to take only two such subjects.

The Fourth Cycle of the law course will be given under the direction of Hon. U. L. Marvin, the Dean of the Law Department, and Dr. John S. Kennedy. Strong work is planned for the Commercial Department and it is expected that we will have a very large attendance of Commercial students.

From June 7 to July 17, a special teachers' course will be offered under the supervision of Prof. T. B. Ford, head of the Department of Education. Many teachers from Claiborne County and adjoining counties are expected to take advantage of this session. The State of Tennessee will renew certificates on basis of work given during this session.

THE DEBATING CONTEST

The annual inter-society debate at Lincoln Memorial University held March 27 was stirring and interesting. Much original thought and research were revealed in the speeches of the contestants. Mr. Bart Stroud and Mr. Edgar Holt represented the Philomathean Literary Society and Mr. Ira Smith and Mr. William Davis represented the Grant-Lee Literary Society.

The subject under discussion was, "Resolved, That the Japanese Empire should be prohibited from interfering with the course of economic and political development of Chinese Republic (The return of Shantung conceded)." The Grant-Lee Society upheld the affirmative.

The argument on the affirmative was well arranged, bristling with facts and excellently prepared. The negative speakers made a splendid showing but certain overlapping of argument resulted. This, doubtless, prompted the judges to render the decision for the winning side to the affirmative.

Mr. Bart Stroud, of the Philomathean Society, was given the decision for making the best individual speech, and he will be awarded the debater's medal at the annual Commencement season.

MISS ETHELYNDE SMITH

The third of the concerts of the year was given April 19, under the auspices of the Music Club.

The Artist of the occasion was Miss Ethelynde Smith, of Portland, Maine, and the evening was one of unalloyed pleasure.

One marked feature of the program was its great variety. Miss Smith is greatly interested in folk music and worthy local music of all countries, and aria, the Spring Song of the Robin Woman, from Cadman's opera "Shanewis" was greatly appreciated because of her beautiful singing of the fascinating song, and because by many the real beauty of Indian music had not been realized.

Miss Smith's voice is unusually even in quality, showing not the slightest difference in beauty in her low and high tones. It is very full, round and satisfying. In the clean-cut, somewhat formal numbers of the first group, "Ah! Non Lasciarmi No!" old Italian, Massenet's arrangement of "L'Eventail," old French, "So Sweet is Shee," old English, and the early American song, "My Days Have Been so Wondrous Free," it seemed as though her merit would lie in those stately and dignified songs, but the humorously dramatic "Disappointed Serenader" of Brahms, showed her great ability in a totally different line, and the "Cuckoo" of Liza Lehmann was charming as a child's song. Her enunciation was perfect, not a syllable being lost.

Miss Smith was very generous in responding to encores, and she spoke with pleasure of the great interest and absorbed attention and appreciation of her audience. If there was one whisper or one indifferent member of the audience, we were not aware of it.

Miss Laue, as usual, played wonderful accompaniments. Her sympathy and swift interpretation of the singer's mood would be wonderful in any one, and are perhaps especially so in one whose main musical work has been as a concert pianist.

Miss Smith's parents were here with her and they all left delightful memories of their gracious personalities and friendliness. They were greatly impressed by the beauty of Harrogate and the Cumberlands.

RUSH STRONG CONTEST

By the provisions in the will of the late Rush Strong of Knoxville, Tennessee, a gold medal is awarded annually to the student of Lincoln Memorial University who writes the best essay on the subject "The Value of Truth." The judges of the contest are the President of the University and two other disinterested people appointed by the faculty of the University.

This year the winner of the contest is Mr. Robert Cochran. The medal will be presented to him on Commencement day.

LINCOLN BOYS AND GIRLS WHO ARE STARTING RIGHT

An item in a Louisville paper sometime ago described how the boys and girls of the Lincoln Club in the J. B. Atkinson School in that city observed the anniversary of Lincoln's birth. This club has been collecting many interesting things about Lincoln and in many ways the members are making the great man whom we all remember so devotedly a vital part in their lives.

We wrote one of the members of the club a little word of greeting and sent some literature concerning our work. We wanted them to know about our Institution which is working among the people whom Lincoln loved.

We wish to print the neatly written letter which came in reply. It has the Lincoln spirit. These boys and girls have caught the vision that will lead them to great achievements. We congratulate them for their wonderful beginning.

"Annie Wiram, in the name of our club, wishes to thank you for the literature you sent her. We have enjoyed every bit of it, especially the pictures and the letters from the mountain boys and girls. We have learned one good lesson from the pictures; that every American boy and girl deserves just as good a chance as the alien child from overseas.

Have you a victrola? Have you Lincoln's Gettysburg Address? If you would like this record we will send it to you. Let us hear from you.

Respectfully yours,
CLIFFORD KNADLER,
President, Lincoln Club."

"FARM FOLKS"

One of the most delightful programs given at the Auditorium of the University this year was "FARM FOLKS," a play in four acts, produced by members of the two Christian Associations. The play was an entertaining comedy-drama, staged on Silver Brook Farm, picturing a situation in a rural district in which Cupid plays a prominent part in the heart affairs of a son of the city and a daughter of the soil.

The argument was something like this: Flora Goodwin, a farmer's daughter, is engaged to Philip Burleigh, a young New Yorker. Philip's mother wants him to marry a society woman, and by falsehoods makes Flora believe Philip does not love her. Dave Weston, who wants Flora himself, helps the deception by intercepting a letter from Philip to Flora. She agrees to marry Dave, but on the eve of their marriage Dave confesses. Philip learns the truth, and he and Flora are reunited.

The audience was highly pleased by the splendid acting of the amateurs.

The following people constituted the cast of characters and performed their parts exceptionally well: W.H.Thomas. Cedric Beverly, Roy Chesney, James Watt, Augusta Elders, Myrtle Thompson, Sciota Butcher, Nina Bates, Virginia McMannis, Mary Westerfield.

The proceeds will go to the Blue Ridge fund of the Y.M.C.A.

TENNESSEE SIXTH ANNUAL CONFERENCE OF SOCIAL WORK

Johnson City, April 4-7

This meeting was pronounced to be the best so far held, both by the state delegates and by visitors from outside the state.

The program was made up of topics of vital interest to the welfare of the state. The general theme was, "To make Tennessee a better state for all of us to live in." The sessions were opened on Sunday afternoon with a big mass meeting. The speakers were Hon. Owen R. Lovejoy and Governor Roberts. Mr. Lovejoy told how the schools of England were disorganized and that during the war their children were taken out of school and put to work in munition plants. This, he said, was unknown in the United States. What America did not realize at first was the

need for reorganization in educational purposes. Some wanted to do as England did and some states did take their children out of school. He said, "Heaven only knows what might have happened in the forty-eight states if the legislatures had been in session." "We were saved by the calendar." Mr. Lovejoy said, "Part of the work of this Conference is to convince the people that we face a crisis."

Governor Roberts spoke on the state's duty toward her dependents. He said, "The State of Tennessee is curing 30 per cent of her insane and sending them back into society fitted for normal occupations. We no longer think of insanity as a crime but as a disease. There was a time when we thought if we gave the insane the mere animal comforts we were doing enough for them."

The Governor said, "Tennessee has changed her attitude toward her blind—it was pure charity; now we give them a chance to earn a living. We used to have the idea that the best we could do for the blind was to keep them in society as objects of charity. It is not charity they need, it is a chance. The last legislature voted \$10,000 to furnish capital for a broom factory in Nashville." Under prison reforms Governor Roberts explained the parole system. He said there were three reasons for imprisonment. (1) Vengeance; (2) Punishment; (3) For the welfare of society, the real reason. The parole law is for the third reason. Another improvement is the arrangement for prisoners to have a part of their earnings to send back to their families.

The same idea was advocated for the deaf and dumb as for the blind, to make them self-supporting. The plan is to settle them on farms after teaching them scientific agriculture.

The program for the rest of the session was full of interest and was heard by large audiences.

"What the best and wisest parent desires for his own child, that much the community wants for all its children," was the theme of a discussion of Child Welfare. Child placing was discussed by Dr. Glocker. He said, "A carefully selected family home is the best place for the child. Orphan children should not be kept too long in a Home. The placing of the child is difficult and should be done by system and not by individuals. First,

study the child's history, its inheritance. Second, ascertain if possible the relatives. Otherwise, the child may be lost to his kinsman. Third, there should be a receiving home for preparation to bring the child back to a normal condition. Fourth, there should be no adoption until a trial of six months or a year.

Governor Roberts spoke a second time. He said that there should be a home for the feeble minded, that their blood should be taken out of the current of the race.

The subject of Industrial Relations was discussed by Doctor Dyer of Vanderbilt University. The speaker said, "I am giving my thought to the cause of the trouble and to the remedy. We cannot raise children as we do chickens in a brooder. We face the fact that the family is going to pieces. Divorce is on the increase. I met a girl and asked her if she had a mamma and a papa. She answered, 'I have three mammas and three papas.'"

No other country is as bad in this respect as ours. We cannot save the child without the home. We must study the nature of the child. God made the child most helpless and most ignorant in the world. A child has to learn everything, a chicken does not. A child is about the only thing in the world that causes trouble. Why did God make the child that way? To train his parents! Work in the home has been abolished. In former times the wife and children made much of the living. That a man should support his wife is a new philosophy. The support of the family should be by the man, his wife and children. We destroy the home when we destroy the work in the home. There is no contentment where there is no work. A child that has been deprived of work has been deprived of his best education.

Doctor Livingston spoke on the peace program of the Red Cross. He spoke of the dreadful conditions of the children in Russia and other countries of Europe. Doctor Livingston said, "These conditions must be settled before we can have peace. We are a part of the world and we must realize it. We are facing a crisis on account of our relations to other nations of the world. It is foolish for us to think we can live apart from the rest of the world. The war program is not over. The world must be restored by production. It is the problem of the Red Cross and all other organizations."

MOUNTAIN HERALD

To develop Lincoln Memorial University and to foster the educational needs of the mountain people of the Central South

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A GREAT L. M. U. COMMENCEMENT

The review of last year's work of Lincoln Memorial University as indicated in the Annual Commencement season in May brings to us a genuine feeling of pleasure and gratitude. Much substantial progress has been made in all departments in face of the adjustments brought about by the war, and the unusual increase in the cost of all kinds of material. The students in all the classes in the different departments of the college have done excellent work, and the scholastic achievements as revealed in the various Commencement exercises are most encouraging.

We would like to mention in detail the programs during Commencement week, but it will be necessary to give only some of the most important features.

At the regular Commencement exercises on Wednesday, President Hubbell conferred honorary degrees upon the following distinguished guests who were present:

Miss Jane Addams, LL. D., Chicago, Ill.

Governor Albert H. Roberts, LL. D., Nashville, Tenn.

Thomas E. Johnson, LL. D., Lansing, Michigan.

Richard Earle Locke, D. D., Rutherford, N. J.

John Morris Evans, D. D., Chicago, Ill.

The degree of doctor of laws was conferred upon General Henry T. Allen, in absentia.

The degree of doctor of laws was voted also for the following people who could not be present for the general exercises:

Miss Helen Barnes, national president of Y. W. C. A.

Mayor Ole Hanson, Seattle Wash.

Dr. Frits Holm, New York City.

DEGREES, DIPLOMAS, AND PRIZES

The following students were graduated from the College Department:

James Bart Stroud, Bachelor of Arts
 Omer Belmer Spratt, Bachelor of Science
 Miss Claris McCrary, Bachelor of Science
 William Henry Thomas, Bachelor of Arts

Mr. Courtney S. Trosper received a two-year certificate in engineering, the first ever given by the University.

It was interesting to note that these five students represented five states: Mr. Stroud, Georgia; Mr. Spratt, North Carolina; Miss McCrary, Tennessee; Mr. Thomas, Alabama; Mr. Trosper, Kentucky.

The members of the graduating class in the Academy Department were as follows;

Exel Rogers	Mrs. Bailey Manning
Ada Alexander	Ruby Farris
Bessie Rector	Effie Sharp
Helen Keck	Mary Nell Clark
Katherine Colson	Eileen Holden
Annie Garrett	Jennings Bryan King
Sciota Butcher	Ruth Giles
William McKinley Ison	William Edward Thomas

Mr. Clarence Gordon and Mr. Paul Welker received certificates in forestry, signifying that they had completed the one-year course in ranger work which is offered by the University. The young men have already secured responsible positions with the Government forest service.

The commercial graduates were as follows:

Bookkeeping: Milton K. Walden, Melvin H. Harper, Mrs. E. H. Newmeyer, and Mr. Raymond R. Wood. Stenography: Miss Carrie E. Owen.

The following medals were presented at the commencement exercises:

Reciter's medal—Miss Margaret Easterling. This medal is

given each year by J. Albert Robbins, of Knoxville.

Declaimer's medal—Mr. William Oran Kincaid. This medal is given by Mr. H. S. Howard, of Burlington, Vermont.

Debater's medal—Mr. James Bart Stroud. This medal is given by Dr. Reece Patterson, of Knoxville, in honor of his father who was a devoted friend of the University from its inception.

Orator's medal—Mr. Alfred Baldwin. This medal is given by Mr. Warner L. Carrer, of Boston, Mass.

Rush Strong medal—Mr. Robert Cochran. This medal is given each year for the best essay on "The Value of Truth," and the funds are provided for in the will of the late Rush Strong, of Knoxville.

Loyalty Pins, given by the National Woman's Relief Corps for essays written on some patriotic subject designated yearly by the corps, were awarded this year to Mrs. Bryan Chesney, and Mr. W. M. Davis.

Two Bibles given annually by President Hubbell to the two students showing the greatest knowledge of the Scriptures were awarded this year to Mr. Jefferson Earle, first, and Miss Addie Lee Bales, second.

DEDICATION OF THE BEST ENGINEERING BUILDING

One of the most interesting occasions of the entire Commencement exercises was the dedication of the Best Engineering Building on Tuesday, with Dr. Frank A. Seiberling as Chairman.

Dr. Leonard Waldo, an eminent scientist who was associated with Mr. Edison on the Naval Advisory Board, described the isolation of carbon molecules by President Atkinson of carborundum fame and exhibited for the first time before a public audience these carbon molecules. The molecules were in ceaseless activity, and Dr. Waldo stated that scientists are now experimenting on methods of harnessing the power which is locked in these billions of small bodies. He said that there were 500,000,000 molecules in one cubic centimeter.

Dr. Waldo congratulated Dr. Best on the fine work he was starting in this Institution, by providing for a course in oil engineering as well as civil, mechanical, and electrical engineering.

He stated that oil is beginning to be developed in Tennessee and that this Institution would be peculiarly fitted to do extraordinary work in that field of industrial education.

Dr. Best formally transferred the building to the Chairman of the Board of Directors of the University, Dr. Seiberling. He told of his love for the students of Lincoln Memorial University and of his desire to promote a unique object in connection with the University which will not have its equal in the world.

He stated that it is the hope of Lincoln Memorial University to be useful in the development of the mines in the state of Tennessee in order to make it a great manufacturing state, keeping within its borders various manufacturing products which use iron, steel, copper, and oil. Since oil is now being developed in this state, he said that in this engineering building which he has given to the University, oil will be used exclusively in melting, forging, and the heat treatment of metals. These furnaces can be used in manufacturing various purposes and the students of the University taking mechanical engineering and combustion engineering courses can be trained into useful engineers for the development of the product of these mines.

In using oil, a better metal can be produced, and since it is a fact that steel is only as valuable as it is heat treated, it is necessary to train young men in the art of heat-treating, melting, forging, etc., in order that they may benefit the state and do honor to the profession.

In accepting the gift of Dr. Best in behalf of the students and the University, Dr. Seiberling paid a high tribute to the work of Dr. Best. He said, "Not detached from this gift, but intrinsically connected with it is the spirit of the donor which will radiatedown through the students for the generations to come. Dr. Best is a self-made man. He has achieved greatly, and now he is giving part of his valuable time for this Institution. He has a big heart with a feeling of service for you. Again we thank him for this great benefaction on his part."

CHRIST OR CHAOS
REV. RICHARD EARLE LOCKE

We are all at the period of a new beginning—a commence-

ment. This great war with its fifteen or twenty million deaths is the greatest tragedy of human history. If we take up our associated lives just where we left off, the tragedy would be monumental. I raise my voice for the foundation stone of our individual and national life to be Christ, our Lord; and so I have chosen as my theme *Christ or Chaos*.

The crash came, chaos came because our civilization was not on the rock. The Caesar Borgia family had as its motto *Aut Christos Aut Nihil*; and that family got what it wanted. When Christ began to press home on his disciples that his kingdom was an inner one, then the ebb tide of his influence began. He turned to the twelve and said, "Will ye also go away?"

Peter answered by divine inspiration. "To whom can we go? Thou hast the words of eternal life." Later the fisherman apostle said to the High Priest, "If we this day be examined of the good deed done to the impotent man, be it known unto you all that by Jesus Christ of Nazareth doth this man stand here before you whole." And then he added, "He is the stone that was rejected by you builders, but he has become the head of the corner, for there is none other name under heaven whereby we must be saved."

That rejection is the history of the Christian Church. It has been repeated in cycles through two thousand years. Paul said, "Other foundation can no man lay than that which is laid, which is Jesus Christ, our Lord." Was not the discovery of Peter and Paul only the rediscovery of a truth God has already provided in Isaiah to false-loving Israel of that day? "Behold I lay in Zion for a foundation a stone, a tried stone, a precious corner stone." This precious foundation stone of Jesus thus prefigured was rejected by the Jews, by the Church of the Middle Ages, by the Germany of the Kaiser, by us to-day in our reconstruction.

I wish we could have this word of God so inborn in us as did some of those in the days of Christ. John, the Baptist, asked from the dungeon, "Art Thou the Christ or look we for another?" The disciples on the way to Emmaus had waited three days for the fulfillment of the promise and were going homeward broken-hearted. "We trusted it had been he who should redeem Israel." Then Jesus showed them how the Christ must needs suffer. That

was the thing that blinded them and has blinded all succeeding ages. The sequel of that interview is what I covet for all of us: "Did not our heart burn within us?" We need nothing so much as the vision and the companionship of Jesus.

We have had so many other foundations. Before the war we were confident that this world would go on in scientific progress. But like a bolt from the blue, from the most cultured nation in a technical sense, came the declaration that the Kaiser would do what he wanted to do because he had the power and that what he did was right because he did it. This materialistic philosophy was shot to pieces by the guns. All the might of her power, of her powder and her chemistry were exerted; and the naked spirit of liberty went up against this materialistic giant and crushed it. The littlest nation stopped the most potent materialistic machine of the world for fourteen days and first saved the world. This spirit of refusal to surrender to materialism has been the remnant of our civilization. Unless a league of brother nations comes out of this war we are doomed to see a greater war than the great war. Where are you going to find a basis of such fellowship but in the Son of Man, who favors neither race, nor class nor kindred, but declares righteousness.

I want to offer you a handful of the jewels with which Christ builds his Kingdom. We have had the kingdoms of materialism, of mammonism, of blood.

One of the jeweled things that enter into the Kingdom of God is *Life*. "I came that you might have overflowing life," a well of water springing up to eternal life. We in the schools and colleges must get this word of life. God is recreating his world this May. God is not dead. The sap of His being can be infused into us and ours. Life is what we need. Don't let's be afraid of life. Life in us is the breath of God. Our body redissolves into mother earth. The life is the breath of God, and life is as elemental in God's world as is the air in the physical world.

Fatherhood. The word that He brought was not of a political kingdom. He was talking about a biological kingdom. You have got to be born into it, not initiated into it.

Truth. In the masonry of the Kingdom of God, you must be a free thinker. The whole world of truth lies before you. Be

willing to dig for it as men dig for gold and having found it sell all that you have for it.

Brotherhood. The fatherhood of God and the brotherhood of man is comprised in it. One is your father, even God, and all men are brethren.

Freedom. Through the truth comes the only freedom we can know, the truth of the divineness of our humanity. We stand before Him equal and no class has the right to exploit any other class that happens to be shorter in statute, or weaker in mind, or keener in vision.

Righteousness. Righteousness is doing something that is helpful. One came to the Master and asked, "What conspicuous thing can I do to inherit eternal life?" And Jesus hung up one of the imperishable canvasses, told him the story of the good Samaritan. You must be a human being. Being a priest or a Levite will not exempt you. We need not do some great and flashing thing; we have only to be human in our human relations. Look your fellowman in the face and regard him not as a thing to be exploited. What can I do for you? What can you do for me? expresses the mutuality of our relations.

Love. Jesus gave only one commandment. It was the inadequacy of the Jewish law that put the lawyer to confusion. "But who is my neighbor?" he asked. Lifting where help is being neighbor. "A new command I give unto you, that ye love one another, as I have loved you." If we are to have Christ and not chaos, this is what we must do. It is not so hard now as it was. Our sons have laid down their lives for their brother man in Christly sacrifice for others. This word of fraternal love we must bring back into our courts, live our lives man to man, with love and good will. This method will regenerate men, employer and product: for Godliness is profitable in all things.

In Kennedy's masterpiece the servant in the house is Manson, a thin disguise for Christ. Manson told about the cathedral in Benares. When you enter, you hear a sound as of some mighty organ, the sound of many beating human hearts—that is, if you have ears to hear. The Church is yet building; the work goes on, sometimes in the night you can hear the tiny hammerings up in the dome by those who have gone ahead.

GOVERNOR ROBERTS' ADDRESS

Governor Roberts of Tennessee delivered the address to the graduating class. He said in part:

I am here to talk out of the fullness of my heart to those who are about to graduate and take upon themselves the burden of citizenship. Attune yourselves to the conditions of things when you start out in the world. Take the proper attitude to Him who made you. Adjust yourselves first toward God. Make up your minds that there is a God who rules the heavens, who brings justice to the world. Accept the doctrine of the fatherhood of God and the brotherhood of man. Accept the proposition of the divine right of man the world over. Wars have been fought around this proposition with respect to the rights of men. Get away from this and you have surrendered the very bulwark of your liberties. We must make good citizens. You have a duty toward society in the concrete. The boys and girls of this country must uphold our civil institutions. There are just a few underlying principles on which government rests. There are just a few fundamentals which cannot be violated.

Government guarantees first life. No citizen can be deprived of his life without due process of law. Our Constitution guarantees to every citizen the right to his liberty, the right of every man to worship God according of the dictates of his conscience. He has the right to go wherever he will and to work for whom he will.

Does anybody challenge this right? Yes, it is being challenged every day. We can not surrender that right. If we are worthy sons of our grand old sires we will do everything to maintain these institutions and will uphold them with our lives. All law is explicit in the Book of Books. The law of work was written when our parents were driven out of the Garden of Eden. Some people want to amend the law which says: "Six days shalt thou labor." They want to work only four days. The law of compensation requires a man to work for what he gets. You can't amend this fundamental law. It isn't amendable. The edict that com-

manded all men to work is written for all time for all men. God knew how much work it would take to support the world.

Teach students that they won't be any account unless they learn to work. Some girls get jewels on their fingers and say: "Let mother do the work." Then they are too sorry to live. The world doesn't owe anyone a living; but everyone owes the world service. Any worthy calling is honorable. One calling is just as worthy as another. We have got to get out of the minds of folks a lot of modern foolishness. Let the plowboy know that he is helping to feed the world. He is an uncrowned king just as President Wilson is. Everybody is just as good as everybody else and not a bit better.

Love of something you don't earn, this selfish spirit, is the root of the world's trouble. The great packing trust drives down the prices of the farmer's beef and then sells it at the highest price. The farmer with the prices driven down on the one side and prices driven up on the other is being squeezed in a vise until the blood will be squeezed out of him. The golden rule is the law laid down for the remedy, the law of our very existence. Make a practical application of this rule in every law written on the statute books. Treat every man alike. Every citizen ought to say: "I will seek no privilege not enjoyed by every other man." The old question of capital and labor will be settled when we make a practical application of this principle. Eternal vigilance is the price of liberty. The men and women must be on guard and insist on the practical application of this rule. Would the great war ever have been fought if the nations had practised this law of divine justice? I am hoping that this law will become a part of the international law. If this nation would always apply this standard in dealing with nations, we would not have any trouble in dealing with them.

Our state librarian found the other day an old account book which Old Hickory kept at New Orleans. Those men paid their own expenses and Jackson put up at one time \$10,000 out of his own pocket that his state and his nation might be saved from the domination of a foreign power.

Boys and girls, when you leave school, stand for something, have your convictions. Be something in the world; don't be a ci-

pher. Take advantage of your opportunity. The door of opportunity opens once to every man.

I would not have come up here from the troubled situation of the State but to tell the men who are giving you boys and girls a chance that I appreciate it for the State. There is a just God who rules in the heavens and He helps those that help themselves. It is sometimes a blessing to be born poor. If you meet with trials and difficulties you are all the stronger for it. Stick to your school, though it may seem hard. Parents, give your children a chance, though the struggle may be hard. The personal equation means everything in education. This sort of chance will be worth more to them than all the wealth you can pour into their laps. Those benefactors who are paying for them are paving their way in the New Jerusalem. These boys and these girls are courageous enough to solve every difficulty that is presented to them; and we are going to solve these problems of citizenship in accordance with the Golden Rule and the Book.

ANNUAL CONCERT

The Annual Concert given by the Music Department of Lincoln Memorial University on the evening of May 3 revealed a remarkable degree of proficiency of the students who took part. Miss Adela Laue, concert pianist and Director of the Music Department, has been most successful in the direction and guidance of her pupils. She seems to have imparted to them some of her own artistic execution and masterly interpretation of the best music of the old and modern composers.

The Concert opened with the "Bourree" from Bach, played by Miss Mary Isabel White. Miss White is one of the younger members of the department, yet her faultless technique and sympathetic expression would have done credit to a much older person.

The second number, "The Witches' Dance" by MacDowell, was played by Joe Ed Smith, who showed himself to be a little genius in bringing out with equal facility the light and heavy passages of his selection as well as painting with singular picturesqueness the tone pictures for which MacDowell is noted.

Miss Ada Pursifull, a voice pupil of Prof. A. Vernon McFee,

sang the selection "One Fine Day" from "Madame Butterfly," by Puccini. Miss Pursifull has a strong and vibrant voice and her presentation of this song showed much skillful preparation.

Miss Harriet Myers played with much vigor a "Mazurka" by Borowski.

A second representation of MacDowell appeared on the program when Miss Hazel Kelley played his "Concert Etude." Miss Kelley has performed several times in public here and each time she has shown remarkable qualities of musicianship. Not only is her execution good but she has the ability to bring out the real beauty of her selections.

The climax of the first part of the program was reached in the "Concerto A Minor" by Schumann, played by Miss Daphne Dodge assisted by Miss Laue. The rendition of the Concerto can be called no less than perfect; the delicately light movements were brought out easily and daintily; the heavy passages, purposefully and vigorously. Miss Dodge is a student assistant of Miss Laue and as such has made a good success in her work here this year.

The second part of the program was opened with "Concerto A Minor" by Grieg. Miss Camila Martinez played first piano and was assisted by Miss Laue. Miss Martinez is a very talented student, and her natural ability together with the ease and grace acquired by study made her interpretation of the quaintly difficult music of Grieg a most brilliant one.

Mr. E. P. King, of the voice department, sang with much feeling the solo "Danny Deever" by Damrosch. Mr. King has a pleasing voice which gives promise of great possibilities.

The "Scherzo" by Leschitzky, given by Miss Sciota Butcher, was rendered with a true sympathy and real understanding of the intricacies of Leschitzky's music. Miss Butcher has a sweetness and brilliancy of execution that make her music particularly enjoyable.

Misses Camila and Maria Martinez played with singular weirdness the "Danse Macabre" or "Death Dance" of St. Saens. This realistic composition opens with twelve mysterious strokes indicating midnight. One by one the ghostly dancers appear and join in a wild and frenzied dance, while Death fiddles on an untuned instrument. Later a plaintive melody is heard expressing the sad

memories and hopeless longings of the dancers. The crow of the cock is heard in the distance, dawn comes, and the dancers betake themselves to their graves, there to remain for another year. All this was finely pictured in the brilliant performance of the Misses Martinez, whose piano numbers are always highly delightful.

The program closed with the beautiful cantata "On shore and Sea" by Sullivan, sung by the College chorus. The theme of the Cantata deals with horrors of the war and the blessings of peace, and the music is in strict harmony with this idea. The leading parts were taken by Miss Ada Pursiful and Professor A. Vernon McFee. The entire chorus showed the careful and masterly supervision of Professor McFee, Director, and the swift understanding of Miss Laue, accompanist.

Almost without exception the entire program was a rare treat for the appreciative audience which filled the building to overflowing—a tribute to the indefatigable work of the instructors in this Department, Miss Laue, Miss Manning, Miss Dodge and Professor McFee.

DEDICATION OF THE JENKIN LLOYD JONES CHAIR OF ENGLISH LITERATURE

We can use no finer description of the dedication of the Jenkin Lloyd Jones Chair of English Literature than that which was printed in "Unity," published by the Abraham Lincoln Centre, Chicago, and which was written by Susan Quackenbush, a member of the Chicago party, who came for the Dedication.

The exercises took place on Tuesday evening, May 4th, in the big auditorium which the students have built, and which was adorned with beautiful white dogwood. Miss Jennie F. W. Johnson, the soloist of all Souls Church, enriched the program with a number of songs, among them Browning's "I Go to Prove My Soul," William Newell's "Lord, For the Names that Light the Path of Truth and Right," Mr. Hosmer's "The Spirit of Jesus," and then the song entitled "Your Mission," which Lincoln loved and which was a favorite of Mr. Jones and one often sung at Lincoln Centre.

The program was opened by a very touching prayer by the Reverend Richard Earle Locke of Rutherford, New Jersey, who asked that the Chair might perpetuate the goodness and power of the man whom it commemorates and prolong his beautiful service to the world.

Rev. John Malick of the Unitarian Church of Cincinnati gave the opening address upon the topic, "Literature and Abundant Life." Mr. Malick pointed out in detail the blessings and unexpected resources of pleasure and inspiration which a love of books brings to us all amid the struggles and poverty, the monotony and loneliness, the ever recurring moods and sorrows of human life. The principal address of the evening was that of Jane Addams of Hull House, Chicago, who spoke from long years of cooperation with Mr. Jones, in part as follows:

"It is a pleasure to be able to come and say a word for my old friend, Jenkin Loyd Jones, on this occasion. It is not often that a chair is named so aptly as that a Chair of English Literature should bear the name of Doctor Jones. He not only interpreted literature but enkindled the love of it in many people and extended the use of it among great numbers of people who otherwise have lived stupid and dull lives.

"He possessed a singular faculty for doing this. In the early days of Hull House when we wanted to bring the message of truth and beauty to grown-up people, Doctor Jones was the only man who could do it, and he would succeed where others failed and would put a permanent stamp upon the lives of those who loved him. He would interpret Victor Hugo and thrill our boys and older people with the story of *Les Misérables* so that long afterwards they would describe themselves as influenced by the reformation of Jean Valjean or the Bishop's kindness. Teaching requires a great technique as well as the desire to help, and Doctor Jones had gained that technique.

"It was my privilege to work with him for many doleful reforms. One could always count upon him. However difficult the cause, however hard the work, he was always ready to take a stand and to sound the trumpet call. Often he made the cause, because he made it his own.

"So I say again that it is very fitting that this chair should

be so named. He conducted many classes in the study of Browning in the days when Browning was supposed to be difficult to understand, a belief Doctor Jones loved to make fun of. He said that Browning was not saying the obvious but saying profound things, that of course we could understand it if we put our minds to it. He saw beauty and ideas and also the value of form and of the technical side of poetry. He was a lover of Whitman and Tolstoy, of one idealist after another who could help us in this hard world where it is difficult to bring the clashing elements into harmony. This he believed could be done with the aid of the intellect. Life could be touched by the things of beauty, by the lovelier side of things. He gave the people the jewels which he had sifted out as of permanent value from the gifts of the past and gave them a touchstone whereby they could always know the things that are fine.

“And he believed that although the past holds great inspirations for us, still the greatest inspiration lies in the things yet to be done, the things that still need to be said, not in those that have been said. He always kept his face toward the future. He loved the newer literature, had many friends among the younger poets, was interested in free verse, and held a brief for it when it was attacked. Because he held his mind open and believed in tomorrow, he was a refuge to the younger writers as well as an interpreter of the old.

“I bespeak for those who fill this chair, therefore, the open mind, a belief that there are great human possibilities in us all.

“So I am happy to be here at this time and to be identified even for a moment with his name and that of Lincoln whom he loved.

“He understood Lincoln; was an interpreter of him through many years, believed in the things Lincoln believed in, was himself a revelation of Lincoln to many people.

“This Chair should do service also in getting together the old songs—the earlier folk music of the people of these mountains. Whoever has this chair will have an opportunity for research, for uniting the past with the living present, for bringing new vigor into the teaching of English Literature. With much interest we shall all watch the fine future as this chair in breaking a new path

in the study of literature."

A print of the replica of the beautiful bronze Founder's Tablet, bearing a medallion of Mr. Jones by the Chicago sculptor, Albin Polasek, was unveiled by Mrs. Jones. Her dedicatory words were as follows:

"To the students of Lincoln Memorial University, as to all who enter the doors of the Abraham Lincoln Centre, this tablet should be in many ways both a reminder and an inspiration.

"Mr. Jones' parents were lured from the hills of Wales to the Wisconsin frontier by the vision of wider opportunities which their children might enjoy. This tablet, therefore, stands as an assurance of what America at its best offers to all her children, native or foreign born. It should be a special inspiration to the students of this University because, like many of them, he had to earn his education.

"Again, this tablet should remind you of his teaching that life is rich only as it brings an appreciation of the intangible things of the spirit, a power to enjoy the beauty which all may share, in field and mountain, birds and flowers, in fellowship with all men and women everywhere.

"He gave his life unsparingly in the search after Truth, in the service of Humanity, and in fearless efforts to bring the world to intellectual, social and religious freedom. This tablet, then, should encourage patient investigation, the open mind, a broad sympathy, unwavering fidelity to the right, no matter how unpopular the cause, the power to stand alone, if need be, for what one believes to be the law of God, knowing that 'One with God is a majority,' that moral courage is the rarest, the finest and the most needed kind of courage in this world, and that

'However things may seem,

No good thing is failure, no evil thing success.'

"Above all, if it is to interpret the man, Jenkin Lloyd Jones, it must bear the message of an unconquerable optimism, a faith in God so steadfast and deep that it regards all human beings as brothers, children of the one Father whose Law is Love, a love that strives ever to reveal the love of God, knowing no prejudice of race, sex or creed, seeking to supplant the rivalry of nations with a true Internationalism which shall establish peace and

brotherhood the round world over."

Mr. Charles F. Karnopp, of Chicago, presented the Chair to the University. In part, he said:

"It is with great pleasure that I present to the Board of Trustees of the Lincoln Memorial University the pledges and gifts which will make permanent in the consciousness of the boys and girls who attended this institution the benefits which Jenkin Lloyd Jones would have liked them to have, and will provide for them an interpretation of literature as he would have liked to have it interpreted." President Hubbell then accepted the gift with the following remarks:

"In behalf of the board of trustees as representing the President of the board, Dr. Frank A. Seiberling, who is unable to be here, it affords us great pleasure to receive this gift and to interpret and express the satisfaction which this institution has in the opportunities we believe this gift will bring.

"I can only say we are deeply grateful and that we shall endeavor so to organize and administer this gift that his great freedom, his intellectual outlook, his human sympathy, his kindness of soul, his love of his fellowmen, his courage in standing up unflinchingly for the right, shall be imparted to the students at Lincoln Memorial University."

In closing the program President Hubbell said:

"To the young people of this generation of students and on into the days that are to come, we dedicate this chair as a means of lighting the divine fire in the minds of men, as a means of creating high ambitions, and enriching life with the new and beautiful ideas which are so fruitful a source of inspiration. We hope this chair will be the means of bringing to this place leaders of thought from all over this country and from the world, who shall pull back the curtain still further to let the light of his ideas shine through.

"We dedicate this chair to the large hearted, to those who love and hope, to those who shall through days to come carry this torch with them out into the world which needs its light.

"We dedicate this chair through all the coming years to perpetuate the best that Jenkin Lloyd Jones thought and the best that he declared to us."

MOUNTAIN HERALD

To develop Lincoln Memorial University and to foster the educational needs of the mountain people of the Central South

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ORGANIZATION MEETING

The annual organization meeting of the faculty and office force of the University took place at the Conservatory on the afternoon of Saturday, September 4.

President Hubbell, speaking of the ideals of the University, said that the Institution stands for the great human, patriotic and spiritual ideals of Abraham Lincoln. This is a place for growth, where one is free to have one's own private views. The teachers have a sympathetic understanding of the student's needs and have a determination to use knowledge for practical ends. The teaching of the school confirms the practice of work with one's hands.

There is a democratic spirit prevailing in the Institution; our type of education does not divide the student from the average man. There is that development of spirit which recognizes the best that is in others.

We need a devotion to the idea of team work. We live in the country in a little college community. But there are possibilities of a more profound friendship in this isolated community.

We have a College Church, not setting forth the creed of any other church. We recognize the fact that everybody has a creed and that everybody will want to work in this church. The

only inquiries made about an incoming member are : Does he believe in God ? Does he believe in man ? Does he love work ?

Dean Boyd A. Wise spoke on the topic, "Lincoln Memorial—A Democratic University." This University is democratic because it presents to every young man and young woman, however poor, the opportunity of an education, a great first good at which every youth in a democracy should have a chance. The young men of this section today have all the eagerness for learning that Lincoln had ; but to equal his chance, provided by only six months schooling, they must have the help of a college education.

Lincoln Memorial is democratic because there is a social and economic equality within the school. The working boys stand well and command the respect of the entire community. No dainty-fingered aristocracy results from four years of study at Lincoln Memorial University. For education, one is best placed among his peers.

There are no Greek lettered societies with barred doors guarded by snobs. The four literary societies invite all to enter and practically the entire student body is comprised in the membership of these societies.

Lincoln Memorial University is democratic because its students are independent. They stand unpropped. Lincoln was like a young eagle, pushed early from the nest. Our students are not dependent on father or mother for funds and maintenance. They repeat here the self-respecting experience of young Lincoln when he earned his first dollar by serving two passengers with the best looking flatboat in sight. Having earned their own money our students have a proper sense of values without which no one, however learned, can be called educated. They know that life is not a pickaback race; and they will not be saddled on anybody's back, nor will they allow any non-producers to be saddled on their backs.

Because L. M. U. swings wide the door of entrance and has equality and independence within its halls, it is a democratizing agency and sends forth young men and women properly trained for the duties of citizenship in that most hazardous form of government, a democracy. Such education, when it is the portion

of the humblest citizens will, by equalizing their chance with that of the mightiest, make the political faker impossible. He will not be able to fool the majority of the people any of the time. These students from the hill-side cottages are of the same sturdy type from which Lincoln came. Such young men and women respond best to culture. They will take all its polish, but never ape its foolish airs. They are the seed corn of the nation.

MASS MEETING FOR NEW STUDENTS

A student mass meeting was held Monday evening, September 6, under the auspices of the Christian Associations in order to introduce the new students to the old students and to acquaint them with the beginning of college life.

Dr. Boyd A. Wise, the Dean of the University made an address of cordial welcome to the old students and a good hearty greeting to the new friends who were coming to L. M. U. for the first time. He hoped that all would feel this was an opportunity for great growth and scholastic achievement.

Mr. Robert L. Kincaid, the secretary of the University, told of the opportunities at Lincoln Memorial for wholesome advancement. He referred to the open-door policy of the Institution which admits any student of whatever classification to the University. Since the University is very crowded at this time, a certain process of selection has been used, but never to the advantage of the student with plenty of means. The choice of students is usually based on the question of whether or not the student might receive his training nearer home or at some other place more easily. When L. M. U. seems to be the only opportunity which is open to him, and there apparently is no other good place which is available, the University makes a special effort to see that he is provided for.

Brief talks were made by Miss Lena Wells, Miss Nina Bates, and Mr. Laudie McHenry on the work of the Christian Associations and their value in student life. They made an appeal for the support of these Associations during the coming year.

Miss Adela Laue, the Director of the Music Department spoke briefly of the activities of the Music Department and the other

societies and clubs during the year. She urged that all students become associated with some active club.

Mr. John Hackney gave an account of the athletic events during the year. He stressed the work of the baseball team and expressed the hope that every student would support the team with their unqualified adherence.

"MOUNTAIN SCHOOLS ERADICATE BOLSHEVISM"

Mr. Severance Johnson, author of "The Enemy Within," and for many years connected with the New York Tribune, recently visited Lincoln Memorial University. He was much impressed with the practical work done by the Institution and in an interview with a reporter on one of the Knoxville dailies he stated that in such mountain schools as this is bolshevism being eradicated from our country.

"One of the things about Lincoln Memorial that interested me most was the intensely practical character of its work. The industrial departments there are teaching the students to become producers in different lines, at the same time they are gaining the advantage of academic courses. The farmer to be truly successful must be as well-rounded as any other business or professional man.

"Too many of our colleges are over emphasizing the academic side of a boy's education. The student is trained in law or some other profession through which he earns a bare living for many years and in truth is producing nothing for the world's use. The boys graduating from the farm, poultry or dairy departments of the Lincoln Memorial University are in a position to be real producers."

"A boy who learns to farm, buys land and settles down to make a home never thinks about destroying his government. Anarchists and bolshevists are not found among men who own their own property. The secret of the abolition of social unrest is training boys to be producers and property owners."

Mr. Johnson represented the Forum Magazine at the Paris Peace Conference and it was while in Europe for this purpose that he became interested in the investigation of socialistic unrest in France. Facts discovered regarding the German propaganda in that country are the foundation of the interesting book written by Mr. Johnson, "The Enemy Within."

SURVEY OF OUR NEW STUDENTS

Lincoln Memorial University opened on the sixth of September with an unusually large enrollment. At the present writing, 322 students are enrolled in the College and Academy departments and over 200 in the Ellen Myers School making the total attendance over 522. These students represent 21 states and 3 foreign countries. Of the 322 students 197 are members of some church and 78 express a preference for some denomination. This fact attests to the religious tone of the institution.

In the matter of state representation, Tennessee heads the list with 148 as her contribution, Kentucky follows with 52, Virginia comes next with 35, while North Carolina with 16 and Georgia with 14 are almost neck and neck for fifth place.

There are twelve denominations represented, with Baptists, Methodists, and Presbyterians leading in the order named. The other memberships are scattered widely through the Disciples, Lutherans, Friends, Congregationalists, United Brethren, Reformed, Jewish, Catholic, and the College Church of Lincoln Memorial University.

This survey serves but to emphasize more and more the far-reaching influence of Lincoln Memorial University as an institution, not only for the people of this immediate region, but as a national Institution for all students who desire a practical and a democratic education.

HOW LONG MUST THEY WAIT?

One of the encouraging indications of the spirit of our students is their contentedness and deep earnestness. It seems that the spirit of our student body is returning to that of normal times and since our students represent a large portion of country, this would seem to indicate that the whole country is returning to a more restful and peaceful condition. The fine student body of the summer term is reflected in the student body of the fall term.

The fact that our dormitories are crowded to overflowing has perhaps increased the determination of our students who are applying for admission and cannot come. The other day an old student came to the University and was not able to find a place. He was a young man with a great desire for an education. This

desire was expressed when he said, "When the first place is open, let me know by wire at my expense. I must come back."

This young man must come back and so also must come to Lincoln Memorial University the more than fifty students who are on the present waiting list. We are writing letters daily telling students not to come and perhaps the only hope of three-fourths of these students who have applied for admission lies in Lincoln Memorial University.

How can we meet this situation? This is a vital question and must be answered without delay.

PROMINENT KNOXVILLIANS VISIT L. M. U.

Recent efforts have been made to extend the work of Lincoln Memorial University in this immediate section and for a few weeks some of the representatives of the University have been interviewing friends in Knoxville and vicinity in the hope that they could give some financial support. This is the first time that the University has asked for substantial assistance in Knoxville and the response has been cordial and satisfactory.

Among the groups in Knoxville who have given splendid assistance is the Bonny Kate Chapter of the D. A. R. So enthusiastic were the members of this chapter in the work of Lincoln Memorial University that they gave a Tag Day in Knoxville for the benefit of the scholarship fund of the University in which the sum of \$1,300 was raised. This represents a part of the great program of the D. A. R. for wiping out illiteracy in the mountains and for carrying forward their program for mountain education.

A party of forty-five prominent Knoxville men and women recently made a trip to the University in order to become better acquainted with the plans and work of the Institution. As soon as the party arrived at Cumberland Gap the members were taken first to the Daniel Boone Monument which was placed by the D. A. R. of Kentucky, Tennessee, Virginia, and North Carolina. All about it are evidences of the embankments and breastworks thrown up by the armies of the Civil War. This was pointed out and explained most interestingly by Mr. Charles F. Eager, one of the oldest members of the Board of Directors, and who is inti-

mately acquainted with the early history of the school.

On the way to the University the visitors stopped for a few minutes at the Grace Nettleton Home, and they observed also the Ellen Myers School on the entrance to the campus. Many of the guests stated that the natural beauty of the grounds surpassed that of any institution in the country which they had visited.

Luncheon was served by students in the Norton Hall Dining Room after which the guests were taken to the Conservatory, the dairy, the dairy barn, the woodworking department, the printing shop, the library and administration building, and the Auditorium. Because of limited time the guests were not able to visit other buildings or other points of interest around the University.

The program in the Auditorium was brief and consisted of short talks by three of the students and of introductions of each of the members of the party.

Animated and enthusiastic comments on the day were made by the entire party on the homeward trip. Mr. E. W. Ogden, leader in many of the civic activities of Knoxville, in speaking of the day said, "Knoxville should take more interest in this school which is so much larger and more extensive than I had thought." Mr. J. L. Jones, president of the Knoxville Lithographing Company, stated he had learned one fact alone which would justify the trip, that he had discovered the type of young American men and women who were really ambitious and earnest in promoting themselves as demonstrated by their attendance at this school. Both Mr. Ogden and Mr. Jones are enthusiastic over the idea of developing our school of printing on a more extensive scale. It is the hope that in the near future the Institution will be able to train young men and women in journalism.

A definite result of this visit has been a better understanding of the ideals of Lincoln Memorial University on the part of the Knoxville people. This has been turned to practical benefit in the organization of an L. M. U. Club in the city of Knoxville.

SOCIAL WELFARE WORK

Miss Elizabeth Bain, of New York, one of the most successful Social Welfare workers in the country, spoke to the student

body of Lincoln Memorial University at the chapel hour on Wednesday, September fifteenth.

Miss Bain told of her experiences in London among the American boys during the war, painting a vivid picture of the unfortunate social conditions which existed among the soldiers due to the lack of housing conditions. Many of the boys were unable to find quarters of any kind and the results were sometimes most deplorable. Her duties kept her on the streets from seven in the evening until three or four in the morning in the effort to search out and mother our lonesome, homesick, tired, and discouraged American boys.

Miss Bain captured the audience, and at the close of her address the ex-soldiers rushed forward to express their grateful appreciation of her sympathetic understanding of the almost intolerable conditions which they had to meet. The boys asked her to speak to them alone for a few minutes after lunch. At the appointed hour they were there almost to a man.

Later in the day she spoke at Norton Hall to the girls, giving them wise and wholesome council regarding their attitude toward life and their relations and duties to society.

Miss Bain's talks were sympathetic, wholesome, and inspiring and she displayed rare tact in the handling of a difficult subject.

Miss Bain came to us through the efforts of Mrs. Pearl W. Morris, Social Service Secretary for the Red Cross, who is deeply interested in social work, particularly among the young people.

HOW TO WIN

Mrs. Emma G. Howland, of Boston, one of the W. C. T. U. lecturers recently spoke to the students in chapel. She had just returned from England and Scotland, where she helped win the temperance fight. The slogan of the international movement is, "We'll take the world for Christ some good day." Her topic was, "How to Win."

You are living in the best country in this world. The students of this University have a great advantage in this beautiful region where the glory of God is written all over nature and under the inspiring influence of Lincoln, whose name is honored

and revered all over the world.

The appetite for strong drink has taken our sons and our daughters to degradation. The W. C. T. U. began the fight against this evil. The ministry and science leaped to their aid. The victims of appetite and of filthy lucre opposed them. The great battle went on and public opinion came to the rescue. Now a Federal statute decrees that alcoholic liquors shall not be sold as beverages. The fight must be continued for enforcement of the law.

No boy or girl is worth anything who does not desire success. As you go out into the world you are going to be called upon to stand for the right. The wobbly people are not worth much; they are bad when they are with the bad, good when they are with the good.

The cigarette habit will prevent you having the strongest bodies. Do nothing that is going to deteriorate you either mentally or morally. This abominable habit has been taken up by some of our society women and is being aped by some of our girls.

We want to see our women modest. Girls, you don't want to stand for the fashions set by an unworthy type of womanhood. Our ideals should look above the things that debase. Let us stand for the enforcement of the laws that are written on our books, stand for total abstinence from everything that harms. You are living in a time when the challenge comes loud for morality and good citizenship.

RECITERS' AND DECLAIMERS' CONTEST

The Public Speaking Contest was held on October 30, Mrs. Moss, Mrs. Alderson and Superintendent Oliver acting as judges.

The Chapel was very gay and cheerful with the society colors and pennants. Each society had yells and songs to inspirit its representatives, and very original some of them were, with nothing at all ill-natured.

The first prize to the girls was awarded to Miss Mary Westerfield in Ruth McEnery Stuart's "Selecting His Christmas Gift." It is a delightful selection and Miss Westerfield gave it charmingly.

Miss Mattie Gaylor gave a selection from Tom Sawyer, "The

Proposal." She was very natural, and her heart-broken sobbing brought back the days of one's childhood, and its woes.

Miss Trent and Miss Tippins had serious selections, which they gave with good taste and expression. Their voices did not carry quite to the rear of the room, but that may be because both are new and unused to the large and rather open building.

Mr. Olin Williams received the medal among the declaimers, for "The Man Without a Country." It was made very interesting and given sympathetically.

Mr. Earl Carr gave a very pathetic selection, "Pat Conner." He gave it with sympathy and expression. Our only criticism would be that Mr. Carr has not lived among the Irish enough to give the Irish pronunciation, and we were brought back to the Cumberlands rather too vividly.

Mr. Moore and Mr. Linton gave selections of an oratorical nature, very clearly and with good effect.

RADCLIFFE CHAUTAUQUA

The Radcliff Chautauqua of Washington, D. C. is recognized as an educational agency and the mark of that recognition is freedom from taxation. Because of the educational features of this chautauqua, arrangement was made with Mr. Radcliffe for a three day's program in the college chapel, September 17, 18, and 20. The student body and the community generally attended the various programs and enjoyed them. Director H. D. Smith of Mission, Texas, who is doing notable church work on the Texas border, delivered a strong sociological lecture on the theme, "A Canary in a Coal Mine." Mr. Roy M. Hardy, of South Haven, Michigan, gave two very wholesome lectures on "Community Leadership" and "United America."

Miss Jessie Southwick, of the Emerson School of Oratory, delighted the young folks and the old as well with her story-telling. The "Americans All" soldier troop from Camp Upton, N. Y., gave a unique demonstration of what Americanization can do in a few months. These former illiterates from Syria, Spain, and South Carolina, told of what Camp Upton and the rudiments of education meant to them.

MRS. PARKER

Mrs. Florence Williams Parker was born in London, England, of English parents. She was educated in England and Switzerland and studied music in Berlin, graduating from the Royal Conservatory of that city. As a pianist Mrs. Parker was a pupil of three world-famous teachers, Barth, Yedliczka, and Breithaupt. Mrs. Parker made extensive concert tours, appearing many times in Berlin and other Music centres.

In 1910 Mrs. Parker became a member of the faculty for Piano at Posen Conservatory and spent four successful years in that city. At the outbreak of war in 1914, she left for England where she became director of Music at a college near London. Previous to her coming to Lincoln Memorial University, Mrs. Parker conducted a private studio in Boston.

PROFESSOR GIBSON

Archie L. Gibson received his high school training at the McKinley Manual Training School, Washington, D. C. In September 1914 he entered Syracuse University. When the United States went to war in 1917 he joined the United States Navy as small Arms Instructor. He helped to construct and operate the U. S. Navy Rifle Range at the Great Lakes Training Station. He was transferred to the Annapolis Naval Academy Rifle Range, as Instructor where he served until the close of the war. He resumed study at Syracuse University in January, 1919, and was graduated in June, 1920, with the degree of B. S. in Forestry.

He was assistant in Forestry Chemistry at Syracuse University 1919-1920. During the summer of 1919 he did government work in plant diseases through part of the Middle West.

Mr. Gibson's record as a marksman is notable. In 1912 he was Indoor Schoolboy Rifle Shot Champion of the District of Columbia. He was for two years president of the Syracuse University Rifle Club. He made thirteenth place among twenty-two hundred contestants, in the individual pistol match for the championship of the United States, at the National matches, Camp Perry, Ohio, 1918. At present he is rated as third among the inter-collegiate champion rifle shots of the United States.

MRS. McCLANAHAN

Mrs. Luna McClanahan, who is one of the teachers in the Ellen Myers School for the coming year, was graduated from Peabody Normal College.

She has taught for fifteen years in the Public Schools of Tennessee. For the last six years she has been in the city school of Dyersburg, Tennessee.

FARM ITEMS

Fall is here and we look back over the summer's work with pleasure, for it has been a very prosperous year for the farmer. In the early summer it was a problem to secure sufficient labor to do the work, but by the faithfulness of our small group of workers we were able to get the crops planted in due season.

All conditions necessary in making a fine quality of hay have been favorable. As soon as the spring crops were planted we cut the alfalfa and clover hay which made splendid yields. The next work in order was the harvesting of the wheat and oats. Although the yield of wheat was not as good as usual we had a finer crop of oats than we have had in several years. This was due partly to the cold weather in the spring.

There was plenty of rain to make a fine yield of corn. All during the harvest season the corn had to be cultivated as well as at other less strenuous times.

We also kept the garden in good condition, which has repaid us well in the splendid yields we have obtained from it.

The Dairy has made great progress this summer, but the outlook for the winter is even brighter. We have culled out all the cows that didn't make good records, and we now have forty-three cows of very fine quality. We also have twenty-five heifers that will be fresh during the year.

In summing up, October finds us right well prepared for winter, all our hay in the mow or stack, silo filled, practically all corn cut and in shock, wheat sowed, potatoes dug and all the vegetables of the garden gathered.

We are now ready to begin our fall plowing.

MOUNTAIN HERALD

To develop Lincoln Memorial University and to foster the educational needs of the mountain people of the Central South

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A TRIBUTE TO SAMUEL PUTNAM AVERY

Abstract of an Address to the Students of Lincoln Memorial University, By the President.

I come to you this morning with the story of a sacred pilgrimage, whose purpose was to pay our last tribute to a great and good man, Samuel Putnam Avery.

There are a thousand things in life which may make one richer and finer and stronger and better; and if I can, by any means, get before you the experiences, the lessons, and something of the spirit of a noble life, beautiful and quiet and blessed, I shall in just that degree make you rich as I have been made rich by a friendship which I place among the treasures of my life.

The funeral was held at Mr. Avery's home on Tuesday afternoon October 28, 1920. The company were of his own family and immediate friends and representatives of the institutions which had been blessed by his love and faith and bounty. The guests came in with kindness and hope; not in a spirit of gloom.

The casket was banked with flowers, but arranged with such taste and skill and delicacy that there was no sense of either crowding or indiscriminate confusion. The Tempo Quartette voiced in gracious song, words hopeful, restful and comforting. The prayer was by Rev. Dr. McKenzie, President of the Hartford

Theological Seminary, and the general care and management of the service was in the hands of Rev. Dr. Rockwell Potter. It was unique, fitting and distinctive, unusual in that there was no spoken tribute to the friend that was gone, but all of us who knew him, recognized in the Scripture read, in the hymns sung and in the quotations from the Book of Wisdom, the implied tribute to the man we had known and loved. His freedom from criticism of others, his kindly judgment, his shrinking modesty, his remoteness from the boastfulness and self assertion which characterize so many men of place in the world, his humility and graciousness in giving were all suggested by passages so striking as, "Let not thy left hand know what thy right hand doeth."

The entire exercise was conducted on a high plane, befitting one of the great events of life, but we turn our thoughts to the man we had known.

Samuel Putnam Avery was born in Brooklyn, N. Y., October 7, 1847. He had the ordinary experiences of the child in a home of comfort, but on a certain evening when he was two years old he went to bed apparently well and hopeful and the next morning awakened stricken with infantile paralysis. All the days of his life were different because of this dread disease, and experiences which it induced, wrought in him strength, courage and self-control in a most marvelous way. As a growing child he could not have the active experiences which belong to childhood, but he had the gracious devotion of his parents and the unfailing love of this mother whose affection never failed. More than most children, he came to know and appreciate and love nature. He would lie upon the lawn for hours and amuse himself with the flitting clouds and the varying shadows of the great sky above him. He would turn his face downward and study the insect life. He lived with nature until he came to know, appreciate and love all living things.

But the years went on and he grew to be a man of more than ordinary strength in the upper part of his body, but the lower limbs never gained their full power and he always needed to use a crutch or cane. He had pleasing grey eyes, and all the days I knew him his hair was a little grey and in the course of years it became very grey. There was always in the back of his eyes a

little twinkle, as if there was some funny thing he had not told, and which he would like very much to tell. He had a very pleasing and gracious way, and when one met him, there was the feeling that he was a strong, thoughtful and pleasant man.

His father was, perhaps, the leading art dealer in the United States and presently the son was making journeys to the great art centers of Europe, and making selections there of the choicest pictures for the American market. Father and son both did many and wise things for art education and art appreciation in the home land. Time would fail me to tell you of the travels, of the experiences, of the incidents, alive with the quiet humor which marked the business life of this man.

The wide range of Mr. Avery's interest is expressed in the many and varied societies in which he held membership. More than a hundred societies had his name and interest. Naturally, various forms of art claimed first place, and his life membership in the Metropolitan Museum, in the Brooklyn Art Institute, in the Brooklyn Institute of Arts and Sciences, in the New York Zoological Society, which he practically organized and placed on its feet, and in other societies intended for the inspiration, guidance and help of his fellow men, constituted no small part of his life. But always in these, as in his business and philanthropic activities, he carried himself with reserve. Hundreds of acts of kindness, and benefactions almost without number, were rendered with the knowledge of few or none outside those immediately concerned. He was deeply interested in many institutions, but the same spirit of reserve, of quiet philanthropy, of making his gift without permitting it to be announced, was followed in them all. In the later years of his life he made many and large donations, but always with the restriction that they were not to be announced during his lifetime.

One of the most beautiful of his interests, and the feature of his life which was shared with many others, was Button Island in Lake Champlain. Mr. Avery saw this island, which had been scarred and torn with the blastings, and carrying the stone away until there was left only a scarred bit of island on the landscape. He secured the right and title to this island, which had not up to that time been claimed by either New York or Vermont, saw to it

that it was protected from the storms on the lake by a substantial wall where exposed, and that it was properly covered with earth. He made it literally to blossom as the rose. Here, from summer to summer he came to gather to himself health and vigor, and that poise and repose of manner which made him so rich and useful in dealing with his fellow men. The island was a thing of beauty, and from the spacious house which he erected there, one could look out in many directions upon the beautiful lake upon the shores of the two states and upon historic scenes of long interest.

Mr. Avery had decorated certain rooms of his cottage with historic scenes from all the lake region, and these were framed by his own hand, the work constituting one of the activities in his summer vacation.

After the long residence in New York, when he set aside his business activities in good part, he looked about among the cities of New England, and selected Hartford as his permanent home. Here for eleven years he went in and out among the people, and enjoyed the rare literary and art treasures of this center and added to them in no small degree.

For a number of years he was a trustee of Lincoln Memorial University, and though his health never seemed to be quite equal to the long journey to Cumberland Gap, he was a faithful attendant at our annual meetings in New York and always, by wise question and quiet comment, bore his share in the direction of the work of the institution. When we were raising our endowment there came a time when it seemed that the fund would not move. I went to Mr. Avery and laid the situation before him and he made a provisional gift of \$150,000, which we were to match by a like amount, to bring the total of one million. The conditions of this gift, and the restrictions made upon it, were exactly the thing needed to put us all on our mettle, and bring the matter to a successful issue. When the pledges had been made he transferred to the University, American Steel Common to the amount of \$150,000. He had made various other substantial gifts to the institution, and has built himself into the life of this place, and in a very noble way placed his wealth here in a fashion that will cause it to go forward far into the years to come, perpetuating the service which was so dear to us here.

In these gifts, as in others, he always specified that they were not to be announced during his life time, and even in announcing the large gift for the endowment he was very careful that it should not bring him a publicity which he always shunned.

The many, varied and trying situations which he had to meet in life, his ever-present handicap and affliction, his distant travels, and his wide acquaintance with men and things gave him a humorous, wholesome, and kindly outlook on life, and it found expression in scores of little anecdotes with which he regaled his friends on occasion.

He was a man of wonderful kindness; not a man that spent his time in talking, but in doing. He saw to it that everybody around him had comfort, that everybody had pleasant surroundings, and that their feelings, as far as it lay within his power, were not injured, but this was not the greatest thing about him. Think about a boy two years of age stricken with paralysis, never able to run and play like other boys, but of such power and determination that he carried out his business and plans and handled himself with courage all through the years. The man's courage is enough to make us feel that courage is a necessary quality and that where there is courage, there is to be found beauty, strength and inspiration.

It was characteristic of this man that everything which he touched should be done carefully, quietly, and in good taste, that he should render to his family and friends the best that his soul carried, that a great love should permeate in a quiet and reserved way all his doings, and that great service should mark from day to day the life he led among men.

He has gone from us, but the generous and genuine service, the frank and kindly friendship, the wholesome interest and the great, strong and true things that he did for Lincoln Memorial University, and for mountain education, shall abide always. Personally, I am the richer many times for the deep friendship, for the deep and frank sincerity, for the gentle humor, for the desire to serve, and for the wholesome and reasonable guidance with which he considered our problems, and by which he made me, in all of the abiding things of life, a stronger, truer man.

Samuel Putnam Avery is not among us this day, but he lives

in a great and abiding sense, and his benediction on this institution is such that I hope far in the days to come you may be more courageous, more noble, more quiet and gentle, and strong, because of the influence of this worthy life. I cannot do better than speak of him than one spoke of Brutus, "His life was gentle, and the elements so mixed in him that nature might stand up and say to all the world, this was a man."

MAN'S UPWARD STRUGGLE

On October 17th Dr. Winfield Scott Hall delivered three lectures to the students: Man's Upward Struggle, Efficient Manhood, Ideal Womanhood. Some of his remarks in the first lecture are here given.

There is a law of development that every living thing repeats step by step the history of its race. Every human being in its mental development from infancy to maturity repeats the mental history of the race.

The first stage of the race is that of savagery when the children of nature, the wild men of the woods roamed the forest. When about 3500 years ago our ancestors migrated from Asia to South-East Europe, they merged into a higher state, that of barbarism. They lived on the raw fruits of the earth, but added the barbecued meats. They were armed with bow and arrows. Because of advancing skill they became killers and meat-eaters. They gorged with the blood-reeking flesh, and diet reacted on their nature. They became cruel polygamists. The women tilled the grain, reaped and cooked it. By such service woman gave home to the race, her second gift. The cradle was her first gift. The mother, for the race, learned altruism, forgetfulness of self and love for others, through sacrifice for her child. She tamed man and he loved but one.

Then man moved west again, to western Europe; and chivalry was in flower. Woman's third gift was society. Who devised all the pretty pomp and circumstance of the grand march? Society must be altruism, woman's gift. The barbarian fought to gain possession of things that he wanted. The knight fought for others.

Every human being repeats the history of the race. Does the boy of two and a half to ten do what the savages did? He builds caves and makes rafts. When the boy is ten to fourteen he merges into adolescence. Is this boy a barbarian? Ask the girls. He is an egoist; he doesn't think of anything or anybody; his cruelty is that of thoughtlessness. The barbarian was vulgar. His vulgarity was only the vulgarity of ignorance. If a boy is ever going to show vulgarity he will do so from ten to fourteen. His relation to womankind is domineering. He orders sister to carry the books, mother to make the cookies, and ignores his sister's girl friend, Jenny.

At fourteen to twenty-one he merges into his next period, adolescence. Are John and Jenny at the age of chivalry? Do they go to court? Certainly. The knights fought for the weak against the strong, for justice against injustice. So will the boy. The young man's or the young woman's heart is touched with chivalry and with the Christ life in correspondence with the racial period when in Northern Europe our ancestors were hearing the story of the Christ.

COLLEGE CREDITS FOR MUSIC

Credits for special music study, under *efficient* teachers, is of great benefit to talented pupils.

Many such pupils are compelled either to give up music during their high school or college courses, or to give up their high school or college, because of lack of time, and *either* loss is very serious.

Music need not necessarily be taught with the idea of making professional musicians or artists of the students, but that they may acquire a culture and refinement, an added joy in living, a love and appreciation of the best of music, and a desire to *hear* and *perform* it.

Then we shall have growing in communities, a musical appreciation, and a desire to support good concerts. Artists and composers will find a ready market for their productions, and *this* will encourage them to contribute toward establishing an American School of Composition. Business men will realize, that where there is *growth* in *taste* and *culture*, there will be greater demand

and expenditure for books, pictures, entertainment, etc.

By *encouraging* the young student, is it not possible a Beethoven, a Paderewski or a MacDowell may rise out of the ranks? Why cannot *we* produce great musicians?

Our lives may lack the tragedy and suffering of the peoples of Europe, but, perhaps what *our* musicians of the future lack in tragedy, they will more than make up for in the intense joyousness and buoyancy creeping out through their compositions and interpretations, which will individualize, the American School of Music.

Let us give our young people a chance to become musicians! Is there anything more universally in demand? In the home, in the church, in society and even in the hospitals as a therapeutic agent.

Music rightly has been called, "the physician of the soul."

As far back as Shakespeare's time, *he* recognized the elevating power of music, when he wrote,

"The man who hath no music in himself,
Nor is not moved with concord of sweet sounds,
Is fit for treason, strategems and spoils.
The motions of his spirit are dull as night,
And his affections dark as Erebus.
Let no such man be trusted."

As a subject which develops skill, music easily stands first. It requires intense concentration, its social and cultural values are unequalled by any other subject. It develops the imagination, that great power of all powers which sees ships, bridges and canals, built all in the mind's eye, before a stone has been placed. It produces an analytical mind, the power to dissect, weigh and compare.

The reading and writing of music demands concentration, quickness and accuracy of thought and action. In short, no subject in the entire school curriculum is a greater factor in mental discipline or more valuable for education. It is an ethical and intellectual training for life.

By applied music, we mean the study of specialized musical technic and the value of such study is equal to technical power and skill in any field or line.

Taking the study of piano as an example—

The piano student must learn staff notation, rhythmic divisions, and *time* relations of a *mathematical* sort, are represented by the notations. The history of the staff, its clef and its notation, *all* history of music in fact, is every bit an enlightening and interesting as the history of other arts and sciences.

We find a wonderful piece of scientific mechanism in a piano, the principles of which the students soon understand at *least* as well as the average person understands his own motor car.

Knowledge of the piano, leads to knowledge of certain acoustic facts, as those connected with touch, and the resultant tone, and the use of the pedals. Psychological understanding is developed in learning to play to good effect.

Though music is the one universal language, we have composers of all nationalities, and of various periods. A large amount of historical perspective is gained. Music has been affected by historical events. One gathers from the various lands, the characteristics of the peoples, their ways of expressing joys of sorrows.

Foreign words are used constantly—French, German and Italian. This may not seem important or of any practical value, but let me read a page of Theodore Leschetizky's Autobiography, about his first visit to Italy. His only Italian vocabulary was musical terms.

"My limited vocabulary threatened to be very embarrassing. I felt the need of communicating with my gondolier about the loading of my belongings, so boldly forcing musical terms into use, I entreated "Questo pezzo con molto delicatezza (This piece with great delicacy,) and seeing that the intelligent Italian seemed to understand, I continued in the same language, "Andante, ma non troppo presto," and so we glided along as I indicated—etc.

It would be foolish to say that these bits of knowledge do not broaden the students' mental horizon. They have much the same effect as the study of general science.

No teacher of any subject, is likely to underestimate the value of training the senses. To train the senses means to train the mind, to *attend*, remember, compare and evaluate. Sense training (touch, ear, eye) is therefore mind training, the training in

habit of concentration, memory and appraisal. The sense of touch must be wonderfully trained to enable a pianist to reach unerringly to the end of the keyboard for a note, or a chord, and for a violinist to shift suddenly and accurately to a high position, where a deviation of a 50th of an inch would cause dissonance. A prominent college professor said that the best example of *perfect* coordination of *all* man's powers, physical, mental and spiritual, was to be found in a man playing the organ.

As a social accomplishment and in its power to act favorably upon all social conditions, music is almost, if not quite, incomparable.

I maintain that music when taught equally well with other college subjects, adds values that surpass those bestowed by almost any other subject, namely, in enrichment of spirit, in breadth of aspiration, and joy and beauty to the soul, that would go far to heal a world, now *much overstressed* in materialistic endeavor.

PROPOSED CREDIT SYSTEM

Applied music	{ Piano Violin Voice etc.	1 credit hr.
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Harmony, Counterpoint, History, and Form and Analysis	}	1 credit hr.
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Other theoretical subjects such as:

Acoustics Ear Training and Dictation Appreciation of Music	}	One-Half credit hour each.
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College Orchestra Glee Club Chorus or Choir	}	One-Third Credit hour each,
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Allowing 12 credit session hours toward an A. B. or a B. S. degree. No credit is given in either department for less than 2 years' work—then receiving 2 years' credit.

LEXINGTON VISITORS

At the invitation of President Hubbell a number of guests from Lexington, Kentucky, visited Lincoln Memorial University on November 9. They arrived on the early morning train and remained for a full day's program at the University. They breakfasted at Norton Hall and spent the remainder of the time before chapel in visiting the various buildings and industrial departments of the Institution.

During the chapel period the guests were entertained by a special program given by a number of students and workers. Prof. Alfred Baldwin, the principal of Ellen Myers School, gave an oration on "Crowns of Gold on Heads of Bone." Miss Mary Westfield gave a charming recitation on "Selecting His Christmas Gift." Miss Frances Turner spoke on the subject, "Near to Nature's Heart," and won the audience with a simple and striking characterization of the mountain people. Mr. Robert L. Kincaid, the secretary of the University, pictured the development of the Cumberland Gap region, with particular emphasis upon the work of Col. A. A. Arthur and the founding of the University.

Several members of the visiting party made commendatory remarks at the conclusion of the first program. Captain J. R. Howard, Rev. Thomas Settle, and Dr. W. C. Bower, of Transylvania University, spoke in the warmest terms of the ideals of Lincoln Memorial and the effective manner in which it is combining literary and industrial training.

The afternoon was filled with visits to class rooms, laboratories, Cumberland Gap, and the Boone Monument. A special musical program was given by the Music Club in honor of the guests. The luncheon and dinner hours were marked with the usual pleasantries of such occasions and with pledges of friendship and co-operation for President Hubbell and his associates at the University.

In the evening, the faculty and students were privileged with an excellent address by Dr. Benjamin J. Bush on the subject, "Doing Difficult Things." At this meeting, and also at the chapel hour, Mr. A. C. Downing sang some delightful and appropriate solos.

The following people constituted the party: Captain J. R. Howard, Dr. Thomas B. Roberts, Rev. Thomas Settle, Mr. S. L. Dorsey, Mr. R. L. Carrick, Dean P. P. Boyd, Mr. D. C. Cruise

Mr. George Vaughn, Dr. Benjamin J. Bush, Mr. Leon McGilton, Dr. W. C. Bower, Rev. Mr. Holder, of Berea, Squire O. C. Boone, Mr. A. C. Downing, and Mr. R. D. McMichael.

After the party returned to Lexington a committee drafted a resolution endorsing the University, as follows:

Lexington, Ky., November 10, 1920.

Dear President Hubbell:

As members of a party of visitors from Lexington, Ky., to Lincoln Memorial University yesterday, we wish to express our sincere appreciation of an inspiring and long-to-be-remembered day.

Our pleasure was due not only to the generous hospitality of the University, but chiefly to the inspiration that came to us from the type of work the institution under your leadership is doing and the distinct service it is rendering the nation in general and the people of the mountains of Tennessee, North Carolina, Kentucky and Virginia in particular. Your institution, founded as a memorial to Abraham Lincoln and located in a most strategic center, is offering an educational opportunity to the poorest and most isolated boy or girl of the mountains. Its education is intimately related to the practical life of the people to whom your students are to return as the leaders of the great, undeveloped future of the mountain people, while it exerts a stimulating influence upon the surrounding community both by precept and example. Here students are taught not only the arts and sciences, but dairying, poultry-raising, stock-feeding, the planting and care of orchards, work in woods and metals, printing, and forestry. In a marked way the University has created a community spirit within which students live and work under the influence of great and moving ideals. One is impressed from personal contact with the institution that its primary business is the making of men and women.

We are impressed, however, that you are carrying forward your work in the presence of almost insuperable difficulties arising out of the lack of laboratory, library, and housing equipment, as well as funds for current expenses. The project for the university has been laid out on a large scale that will require years for completion. About it hovers the romance of a great vision that has begun to assume substantial form. The realization of that vision must rest upon the generosity of men who are inspired by such an undertaking and by the service which such an institution is now rendering to the nearly 800 and to the much larger number of students it hopes to assist in the future.

An investment in this enterprise is an investment in the future of America, and at a time which is critical in the life of the mountaineer. The sacrificial and unanimous devotion of yourself and your faculty to this patriotic and humanitarian cause deserves to be matched by an equally generous financial support on the part of public-minded citizens.

Pledging you our hearty co-operation and sympathy, we are,

Very cordially yours,

Committee: PAUL P. BOYD

THOMAS LEVER SETTLE.

President George A. Hubbell,
Lincoln Memorial University,
Harrogate, Tenn.

DOING DIFFICULT THINGS.

Extract of Address to Students of Lincoln Memorial University By
Dr. Bush, November 9, 1920.

It would be thought that the northern side of the great stone pyramids and other stone structures would first begin to show signs of decay, since this is the side exposed to the cold north winds, snows, etc., but upon examination, it is found that the southern side is exposed to the greatest hardships, so to speak. The southern side, or side which must undergo the least exposure to rain and cold, begins to decay first.

The Hebrew nation had only one of the three valleys and it was a battlefield. They had a little river (Jordan), and a little lake, but it was dead. That is about all; and in fact, there was not a place for a harbor. That word was not even in their vocabulary. And when they did use it, they had to use a makeshift from another language. When was that people quietest? It was inside of these limits. They had their kingdoms, and wrote their literature, such as the Book of Job. Consider the bigness of that little country, when it dared the world alone.

The Belgians have had many struggles. Caesar found this race of people to be bravest of all. They continue in their struggles and in so doing have grown stronger and stronger.

The Scotchman had a great struggle for his country. Homes were built, but it was never known that the builder would use them. The young man shouldered his rifle, marched away from home. His sweetheart awaited his return, but it was never known that they would see each other again—only war determined how long the Scotchman would exist. This ceaseless battle on the heather made Scotland the strength and force that she is.

The people who lived in Holland were beggars of the sea. They began to drop the rock in and around the North Sea. By these banks they drove the deluge back. They broke the tyranny of Spain when she hired all the soldiers for the Armada. They were led by a man whom they did not wish to call Alexander the Great, but called him the Great Alexander. It was then she lived her golden age. It was after her many struggles that she began to build school houses, build ships to bear her commerce, and it was then that they started out to find a route to the East. Somehow or other, it seems to be a divine law, that the more you have to do, the more you will eventually accumulate to do it with.

There are great challenges coming to all of us, and those of us who accept the heavy loads will gain more strength and power than the fellow who accepts the light loads. The great messages of Phillips Brooks were messages asking for strength to carry heavy loads.

I was talking to a rich man who had two fine boys. I said they were to be envied. They had everything they could desire. "Well,"

said he, "I do not know whether they are or not. I always felt that a boy born rich was to be pitied. He knows nothing of the struggles of life."

Let me tell you of a school thirty years older than your school. About thirty-five years ago its president resigned. He said he doubted if it could ever go—he wasn't going to worry with it any longer. The school directors didn't know what to do. They had no money, no buildings, very few students—perhaps fifty or sixty. Then one of the faculty reached out a willing hand. They made him president. The school was a loss to begin with, and they were sure he could not do any good. He made a desperate trial. He went to New York—a stranger. There was the possibility of a school, if he could get \$100,000, and no chance if he couldn't get it. He went out to see one man. He explained the situation. That man said he would help him. He had nothing except faith and courage; and did it because no other person in America wanted the job. During this great war, England did not move regarding India or Africa or Persia or Mesopotamia, without counseling one of the graduates from that little school.

With faith we can go out and do great things. Make your voice heard and your influence felt.

I went a few weeks ago and heard Dr. Newell Dwight Hillis lecture to his old college. He had read every single book in the library of that college. He can look at a page and does not have to read it all to tell what it says; he grasps the meaning at a glance. He gets \$500 sometimes for a single address. He gave a tribute to his sister. "Years ago my sister went to India at a salary of \$700. She lived on less than \$200 and devoted the \$500 to gathering together some of the starving children, who but for her would have perished. At the end of six years it was time for a furlough; but she stayed and stayed because there was no one to take care of her little orphans. She finally came back after many years of faithful service, to her old home. Her old mother sat on the porch and looked out to see the stranger approaching her gate, but did not recognize her. She came up to the porch and her mother looked her in the face and wondered who it might be. Then she saw around her shoulders the old faded black shawl which she had made as a present for her many years ago—remembered not by the features of the face, but by the worn shawl she had given her. She will be so near God's throne and I will be so far away that I will never see her; for the faithful stand closest to God." There is some place for you to be faithful and there is some place I can be faithful. We can do a little more than is demanded and we can make our lives sublime."

Some years ago there was a boy who was not such a bright student in school, but he always tackled the hard jobs. His fellow-students always said that this was one of the outstanding characteristics of this boy. He went through high school, and then to a theological seminary, and when he graduated, he went to the mission Boards and said he wanted the hardest job in the world. Arabia was mentioned, also India. He refused both, asking if there was not a place where there was more difficult work. Finally he was sent to Korea, where the results of his work are found today. It is said that if all the Christian nations of the world should be destroyed, there is enough Christian religion in Korea to evangelize the world.

In your life's work, first choose a difficult task; second, put your life into it; third, set it to music.

GENERAL HOWARD'S BIRTHDAY

General Howard's Birthday and Armistice Day were celebrated in a joint program on November seventh. President Hubbell gave a sketch of General Howard's life and General L. D. Tyson made the Armistice address.

Dr. Hubbell said: It seems fitting that we should every year on his birthday give recognition to the work and achievement of General Howard. He was a man of the East, I mean of New England. He was a student at Bowdoin College and at the Military Academy which we now know as West Point. After graduation he was soon in the Civil War, first as a Colonel of a group from Maine. He had the training that little disposed him to regard danger. The outstanding characteristic of Howard was that he arrived on time with the thing done. His judgment in meeting difficulties and his determination to achieve the result were remarkable. He fought at Bull Run, Antietam, and Gettysburg. He did not fail to meet emergencies. He had an eye to see the thing needed. He was able to meet emergencies because he had a great stock of human material in reserve and reached back and measured up to the emergency.

General Howard marched from Knoxville to the vicinity of Cumberland Gap. On this occasion Lincoln said to him: "General, I have long known the people of this region. Be kind to them; they are true." (One of the historic fictions is that Lincoln directly commanded Howard to found a University here.) Civilian old men would take off their boots and give them to the soldiers. His work around Chattanooga was important. In the Indian wars much of the credit that has gone to General Miles belonged to General Howard.

After the war he became president of Howard University at Washington. He was head of the Freedmen's Bureau. Howard was touched by the expectation of the negroes that the nation would take care of them. He had something to do with establishing Hampton Institute. For a dozen years he had much to do with establishing Lincoln Memorial. Instead of being founder, he was the great promoter. He was managing director. He was the man who had a right to say how things were to be done. Dr. Stooksbury had the warmest appreciation of General Howard and carried out his plans.

ARMISTICE DAY ADDRESS

Delivered at Lincoln Memorial University November 7, 1920, By
General L. D. Tyson.

Mr. Chairman, Ladies and Gentlemen:

It is most meet and fitting that we should assemble here today in this university whose name suggests so much, and whose surroundings are so historic, to celebrate an event that is so deeply impressed on the hearts of the American people, as well as the whole world.

Next Thursday, the 11th day of November, will be the second anniversary of the greatest day in the history of the world since the birth of Christ, and even the birth of Christ, while it was subsequently to be of more benefit to all the world than anything that ever happened, was only known by comparatively a few people, while Armistice Day, the great day on which peace was brought to an agonized world, was the cause of more rejoicing among a greater number of people than ever was known to the world before.

Many great days have gone by in all the ages of the past, but none have ever caused so much gladness, such swelling of the hearts of men and women throughout all the earth as November 11th, 1919, when the last shell was fired in the greatest, the most terrible, the most horrible war of all time, such a war as no man nor set of men in their wildest dreams of horror had ever conceived for mankind.

When the glad news was flashed over the world that the Armistice had at last been signed and that peace indeed was assured, the people in every city, in every town and hamlet and village all over the world, as one man, arose and with one mighty acclaim shouted the glad and joyous news,—that the war is over, the Armistice is signed.

Business was suspended and the people assembled everywhere in vast throngs and abandoned themselves to the delirium of joy. They kept the celebration up for days, in many cases, and the streets even of the greatest cities of the world were almost impassable because of the great merry-making and joy of the people.

In looking back, we remember many of the fateful details of the war. We remember how the killing of a worthless prince by a bullet from a pistol in the hands of an assassin in the little town of Sarajavo in the Balkans, in June, 1914, lit the spark that caused a conflagration that involved all of Europe and Asia and Africa and finally reached across the Atlantic and drew America into the awful maelstrom of fire and death.

And then we remember how the struggle raged and how our pride was humiliated by the ruthless disregard of our rights upon the sea and how our hearts were wrung with the awful destruction and slaughter inflicted by the ruthless enemy of civilization in the persons of the terrible Huns.

We saw this go on and on and it seemed that the Hun would be victorious and that liberty and right and civilization were about to be crushed from the earth and that Autocracy and Military despotism would prevail. It was then that the great heart of the United States of America began to throb, and her people began to murmur and to say that this must not be.

And ever, as the danger became greater and greater across the

sea, the louder and longer the people of our country cried that this must not be, and finally the day came when the Kaiser sent his final message that his submarines would sink any ships of friend or foe that he might find upon the sea. And then the mighty heart and mind and voice of this nation spoke and said that great and overpowering injustice and crime against civilization SHALL NOT BE.

And then came the declaration of war.

And, above and beyond all that, came 10,000,000 of the young men of our country and registered their names and said they were ready to sacrifice their all—their lives—that civilization should be saved and that the world might be free.

And so they went into this awful war. They were trained, equipped and prepared, and finally the day came when they were sent three thousand miles across the submarine-infested sea, to an unknown land, speaking an unknown language.

There have been many times when men have had to suffer such agonies that it was past human endurance, but no such horror, no such agony, has ever been known as the agony of the terrible war that closed on November 11, 1918. In this great war not only the armies of the nations were involved, but all the people of those nations, whether at the front or not, were engaged in doing their utmost to carry on this terrible slaughter, and in this war more men were killed and more were wounded than in all the wars of all the world for a thousand years.

For a thousand years the countries of Europe had been under a grinding oppression and tyranny. The people were mere pawns in the great game of war that was constantly being played by their despotic and heartless kings and rulers.

A man was born only to be a soldier, if need be, and the nations were simply armed camps, each one watching the other for the first move upon the checker board of war.

In these countries, at the outbreak of the last war, the weapons and engines of destruction had been so perfected that war had become so destructive that not only armies but also nations and peoples were threatened with annihilation. The land, the sea, above and below, and even the air were under the control of the demons of destruction and the suffering and death were past anything in the history of the world. If in the past men had been killed by the tens of thousands, in this war the weapons had been so perfected and were so deadly that they were killed by the hundreds of thousands, until many millions had been slaughtered.

It was into this mighty and awful maelstrom of death and destruction that our young men were put by the hundreds of thousands, in the spring and summer of 1918. The day had come when, through the great inventions of man, the vast improvements in transportation, in electricity, every part of the earth, the sea and the air, have been brought under man's control and all must bow to his will.

In times past we felt that no army of ours would ever have to go beyond our own shores to protect our homes. We felt that no nation and no combination of nations in the world could ever penetrate within our boundaries and we would never have to fight on a foreign soil, and yet, after the nations of the world had been in this war for three long years, we felt that it was not only our duty to go and help our struggling brothers on the seas, but it was also our duty to go across the sea with our armies as well and help them save the civilization of the world from the remorseless Hun who had set out to

conquer the whole world ultimately, and grind it under his juggernaut, and so our country, realizing the great duty it owed civilization and the rest of mankind, and also the necessity of preserving our own land and finally seeing our supreme duty, arose in its great might and, like one man, all the people of our land, both men and women, without regard to party or to politics, moved forth with one mighty effort and sent across the seas, to aid the struggling Allies, a mighty army—the mightiest army that ever was sent so far from home and to a foreign land, where millions of men had been struggling in a death grapple for four long and terrible years.

Our nation is a peaceable nation. It is not war-like, but it is terrible in war when once aroused. When our men arrived in France the great army of French and English and Italians had been driven back and back and back, until they could be driven back no further—they were standing with their backs to the wall, and they must either fight and die or surrender. I am very glad to be able to say that our magnificent American army arrived there in time and threw itself upon the foe with a reckless abandonment of life and determination to win the war at all costs, such as had never been surpassed in the history of the world.

From the North Sea to Switzerland, in France and Belgium, a distance of over 300 miles, the entrenched lines of Germans and Austrians were found and in front of them were the entrenched lines of the British and the French and the whole of eastern France and western Belgium, extending over an area as large as one-third of the great State of Tennessee, was one vast mass of trenches and barbed wire and fortified places, where men from both sides had fought and bled and died, as never had men died before.

At that time France was almost in the grasp of the the terrible enemy, the seas were infested with mines on every side, no ship was safe anywhere in the North Atlantic, whether merchant ship or transport or battleship. The dread monsters of the sea, the submarines, were everywhere. There was no place in Northern France nor in Southern Great Britain that seemed to be immune from the airplanes, those monsters of the air that dropped death and destruction in the fatal bomb. The days were filled with the roar of cannon on every side, both in attack and defense—the nights were one continuous dread from the horrible fear of the destructive, night-bombing airplane.

In times past, when wars have been fought, the danger zones were limited largely to the battle lines; there were no airplanes, no submarines, and the greatest cannon were limited in their range. Manoeuvres and movements of troops could be made under concealment; a few miles behind the battle lines there was but little danger, the only real danger being when the battle was on and when the enemy lines were drawn up in sight of each other.

In times past it was difficult to know what the adversary was doing. He was screened by valleys, hills, depressions and declivities, but not so in this war. The movements of the enemy were known on both sides, as airplanes and balloons were ever up, looking far in the rear of the enemy's lines and noting every movement of troops. The accuracy of the artillery in this war was something phenomenal. The accuracy with which every part of the country was laid out on maps were something unheard-of before. Every town, village, farmhouse, every road, every hill and every stream in all of Northern France and Belgium was put upon the maps with as much accuracy

as a city plot is laid out.

Troops could not march, even in the daytime, even far in the rear of the front line without being subjected to shell fire. Lights and fires could not be burned at night because of the airplanes which were always passing over and dropping bombs, even fifty miles behind the front lines.

To those of you who have not viewed the awful battlefields of France, it would be a revelation to see them. You cannot picture the horror of it all and especially after a battle such as we had many times after our own troops had gotten over there.

When we think of these young men who went out from homes of happiness and love and joy—out there into that terrible hailstorm of shot and shell such as the world had never known and such as no man can conceive of who has not seen it, it does not seem possible for them to have gone forward as they did with such dauntless courage, such recklessness of life, such scorn of death. Young men who had never shed blood in their lives, whose hearts were full of love for all, felt the great responsibility that was upon them. They felt the necessity of saving not only their own people back home but all mankind, and they went forward and died with a smile upon their lips.

When we think of the fact that we lost, within a few short weeks, 81,000 of our bravest and finest young men and that 300,000 more were wounded, we realize what a fearful price we were beginning to pay. But when we think of all who were lost of our brothers in arms—by Great Britain and France and Italy—we can but feel that we were exceedingly fortunate in losing so few.

Great Britain alone lost 640,000 of her sons. Canada and Australia and South Africa and New Zealand, 300,000 men. Great, sublime, noble, heroic France, whose country was desolated as no country has ever been desolated before, lost 1,400,000 of her devoted sons, and Italy lost hundreds of thousands more.

When we think of the 3,000,000 fathers and mothers of our Allies whose sons fell in this dread conflict, and when we think of the 10,000,000 of the young men who were wounded, in addition, of our Allies, we can but thank God that we were so fortunate as to lose no more, because we know from the spirit of our boys and their devotion to their country and to their duty that had we gotten into this great war earlier and had we been in it long, there would have been many hundreds of thousands of sorrowing mothers in America that are today filled with joy and gladness.

I have said that these men went out to save us and they did save us, but not only did they save us, but all those men of Great Britain and France and Italy also saved us, and I want to tell you that in thinking of them you must always remember you owe them a debt, too, as, had it not been for them, standing there as they did, dying by the millions, Germany would have won the war, and had she won the war, we, perhaps, would have been brought into a terrible death grapple with her, here on our own shores, for we must remember that had Germany overcome all the rest of the world, including Great Britain, with her immense fleet, she could have taken her own fleet and that of Great Britain and attempted to blockade our ports, bombard our cities, and might have cut us off from the rest of the world. So we should remember what these, our boys, have done. We should remember the great service they did for our country and we should enshrine their deeds in our hearts and minds.

and do honor to them for all time.

We must not minimize the great, the tremendous effort that was made by the British in this war. While they did not suffer as much as France, their contribution to the war, in the matter of effective fighting forces, and the value of their effort at all points, was not less than that of France itself.

Without the British navy it would have been impossible to win the war. France could have been overcome within a short time after war was declared. Our troops never could have been sent across the seas and we never could have reinforced our Allies. Food and all other supplies would have been lost upon the deep.

Our histories have caused us to have a very bitter feeling against Great Britain, but the great majorities of our histories are very wrong and very unfair and have helped to keep up a bitterness between people of the same blood and the same language that has been most unfortunate. Great Britain has been our friend in every war we have ever had except the Revolutionary War and the War of 1812. It was the Prime Minister of Great Britain, it is said, who suggested to President Monroe the great Monroe Doctrine, and he offered to aid in maintaining the Monroe Doctrine with the British navy, at the time when the monarchical governments of Europe, led by the Austrian Empire, were trying to crush the democracies of the world. Practically all of the ambassadors from Europe called upon the British Ambassador in Washington at the outbreak of the Spanish war with the idea and expectation of compelling the United States to submit matters to arbitration or to desist from the war, under the penalty of meeting the armed forces of the old world.

At that time our navy was comparatively small and would not compare with that of either Great Britain or of France or of Germany, and you remember very well the action taken in Manila Bay when the German Admiral was anxious to bring on hostilities with Admiral Dewey, when the British Admiral informed the German Admiral he would aid the Americans if any hostilities were brought on.

We have thought very little of the domination value of sea power in the world until the last few years. No nation can become great that has not access to the seas and a navy commensurate with those of others powers of the world. Great Britain's navy is what has made her great. She flies the British flag in every corner of the earth, and though a small country, she is without doubt now the greatest power in the world except ourselves. In fact, Great Britain considers no other power except us in the same class with her, and when we think what this little island has done, being only three times as large as Tennessee in area and separated from Europe by a narrow channel, and which has dominated the world for centuries, we cannot help but realize the greatness of that people, and we should be proud also of that people, because they are of the same blood that flows through the veins of most Americans. Our ancestors came from that little isle and we have taken on their form of government and patterned after them.

They were the first real democracy of the world, and while they have a king and a queen, it is really as true a democracy as America, because the king and queen of Great Britain have not one-tenth the power of the President of the United States.

These people have sent their troops and have made conquests in the furthestmost parts of the earth. They own one-sixth of all the

land upon the habitable globe. They control one-fifth of all the people in the world, and wherever they have planted their flag, even in the furthestmost corners of the world, no nation nor people have ever been able to have it taken down except the United States of America when it was taken down in the great Revolutionary War and finally furled at the battle of Yorktown on October 17, 1783. So, it should be a pride to us as well as a pleasure to have these great people as our allies and our friends.

As you know, the 27th and 30th Divisions served and fought with the British. It was a great source of pleasure to me to be able to serve with them and I think the service of the 30th Division and the 27th Division of American troops with the British in Flanders and on the Somme is a chapter in American history of which we should all be proud. It was a great opportunity to bring the two great English-speaking people together and to have the soldiers of these two great nations fight side by side in the greatest war of all time. The 30th Division was composed, as you know, of the National Guard of Tennessee, North and South Carolina, and in addition to that, there were a large number of men from all over the United States in this great division. I had the honor to command the 59th Brigade of that division. We arrived in France on the 23rd day of May, 1918, and landed at Calais. At that time the condition of the Allies, the British and the French, were desperate. The Germans had been driving on and on; they had driven the French back and back until it looked as if they would be driven into the sea. It was reported to us that the plan of the Germans was to drive on towards Paris and throw the French back towards the south and then drive on through and separate them from the British on the north. With Paris occupied, the French would be greatly disheartened, and then the Germans planned to throw their forces against the British and drive them north into the sea.

As we were with the British at that time this great scheme would have gotten us into the net, and we were told by an American officer from the south of France that conditions were so desperate that we would probably have to do one of two things—go forward with the British, fight and die or we would surrender, or be driven back into the sea. This was very disheartening, but we said to this officer that we had come over to fight the Germans, that the 30th Division was known as the Old Hickory Division, composed of men from Tennessee and North and South Carolina, and that we were ready to die, but we certainly would not surrender.

It is exceedingly fitting that such a service in commemoration of the deeds of our men should be held here on such a day as this. This is an historic spot and has been for long years the great gateway from the North to the South. Through this gateway unnumbered men and women have passed to the great land to the north and to the south of us. Through this gap passed Daniel Boone as he went to his exploration of the Dark and Bloody Ground known as Kentucky, one hundred and fifty years ago. Here has been erected, in honor of that great man who suffered martyrdom for humanity, a university where young men can have the opportunity of securing an education, however poor in pocket they may be, provided they have the proper spirit in their hearts and the determination and will to do and to achieve. This university is greatly honored in bearing the name of that man, who arose from the most humble beginnings, but whose mentality was second to none, and yet whose heart felt deeply

for the lowly and oppressed. A man whose greatest aim in life was to make all men equal before the law. A man who knew no difference of creed nor race nor religion, and who was the head and front of the United States and was the principal factor in the great war between the states that ended by uniting our country, and who suffered martyrdom in the interest of mankind—ABRAHAM LINCOLN.

A man who through his martyrdom has done more for the world than he could have done in life. There is a time to live and a time to die. Many times a man can live for his country and do more service by living, but there are other times when he can die for his country and in death he serves his country best—sad as it was.

I think this was the case with Lincoln.

In order to make the deepest impression on mankind it is often necessary that blood be shed. If Christ had not shed his blood the world would never have had a chance to be saved. It was his martyrdom on the Cross that impressed mankind and they have loved and worshiped him for two thousand years.

And so it is that our young men who went across the seas and suffered death for the greatest of all causes—the god of humanity and the freedom and liberty of the world—have done deeds that should enshrine them in the hearts and memories of their countrymen for all time. They have paid the great and supreme price—they have sacrificed themselves for others.

Can we forget them? Will a grateful country ever forget them? NO! A thousand times no.

It is said that our country is already forgetting the soldiers, that two short years have already been enough to cause the people to grow luke-warm. This may seem so in comparison with the great fervor and joy with which they received us when we returned a year and a half ago. I confess that it is true there appears some ground for this belief, especially as I read a few days ago that the remains of a young soldier who died in France were sent to a nearby city. There was no one to meet the remains. There was no ceremony—no respect paid to the memory of this man who gave his life for his country—the remains were paced upon an ordinary truck and taken to the cemetery and the only ones present were the sorrowing parents and perhaps a few friends.

I have read of a few instances of a similar nature and I deplore it, but I think it was only an oversight. However, my young friends, that should not be. Our country owes it to these men to give them all honor and respect, and we should, also, remember the fathers and mothers of those who fell and who now lie in France, sleeping the last sleep. We should give them, too, our love and our reverence and our sympathy, for they have suffered more than any others, except those who died. A country which forgets those who died to save it can never be truly great. Our country never has forgotten, and I know she never will.

When I think of those who made the supreme sacrifice, these beautiful but simple lines always come to me, called "The Debt Unpayable:"

"What have I given,
Brave sailor of the sea,
In earth or heaven,
That you should die for me?

What can I give,
O soldier leal and brave,
Long as I live,
To pay for life you gave?

What tithe or part
Can I return to thee,
O stricken heart,
That thou shouldst break for me?

The wind of Death
For you has slain life's flowers,
It withereth
(God grant) all weeds in ours."

It is very meet and fitting that, all over the world today, perhaps in every church in Christendom, there goes forth a prayer to God to save mankind from such another war as we have passed through, and there is also a ceremony and a service to the men who fell that others might be free. It is especially fitting and right and proper that, in this institution of learning, such a service should be held, and we are reminded of another great occasion when Lincoln delivered his great address on the battlefield of Gettysburg in November, 1863, which is one of the greatest classics ever written. You will remember in that address he said:

"But in a larger sense we cannot dedicate, we cannot consecrate, we cannot hallow, this ground. The brave men, living and dead, who struggled here have consecrated it far above our poor power to add or to detract. The world will little know, nor long remember, what we say here, but it can never forget what they did here. It is for us, the living, rather to be dedicated here to the unfinished task which they who fought here thus far so nobly advanced: it is rather for us to be here dedicated to the great task remaining before us that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion, that we here highly resolve that these dead shall not have died in vain."

Those are as beautiful words and as noble sentiments as were ever uttered and they apply as completely to us today, after the lapse of 70 years, as they did in the midst of our last great civil war.

You young men who are coming forth in life today, who have come here to gain inspiration and knowledge and to prepare yourselves to go out into the world to fight the battle of life, should remember all that that has been done by those who helped to save this great Republic, in every war in which we have fought. You should remember there is a great duty devolving upon you and that you should never forget to honor those who have died for their country and those who have suffered for their country.

The ideals and principles intended to be inculcated in the hearts and minds of the students of this university are worthy of the best traditions of our country and are intended to be such as would befit the life of the great Lincoln for whom it is named. It is intended here that young men, whatever their station in life, however humble they may be, however poor they may be, shall always remember that Lincoln was as poor and as humble as any man who will ever be

here, and they shall take him as their example and from whatever beginnings they may start, that if they shall have the ambition and the courage and the will, they may attain the highest place in the gift of the people, and their greatest aid will be to ever remember the virtues of the patron saint of this university—ABRAHAM LINCOLN.

They should ever remember that human kindness and human interest were as dear to his heart as the greatest success in life and that he considered no success complete that did not carry with it the love of his fellowman.

America today is very different from what she was even twenty years ago. The time has come when we must take our place in the great world and, for weal or woe, realize that we are affected by everything that happens, even to the utmost ends of the earth. We have become so great and powerful that trade and commerce have taken us into the most distant parts of the world, and anything that affects one part of this great world affects us, and we cannot isolate ourselves if we would.

It has been said we went into the last war, not with the object of gaining anything for ourselves, but with the great idea of standing for right and justice in the world and aiding those who were downtrodden and oppressed and who were living under conditions of tyranny and injustice that fate had thrust upon them for a thousand years, and who, but for our aid and help, never could hope to throw off the yoke of oppression. On the other hand, there are those who insist that it was absolutely necessary for us to go to war in order to save ourselves from destruction. Personally, I am of the opinion we went in for both these reasons.

In the first place, we felt that we must aid our brothers across the seas, those who had been our friends in times past and had aided us in the march of civilization and progress and who were about to be crushed under the load of militarism and the mailed fist of tyranny and Kaiserism, and we determined to help stamp out this great and overpowering menace that had come upon the world.

In the second place, we felt that our citizens should have rights upon the seas and to have intercourse with other nations, which had been guaranteed to us by international law, and to defend our citizens from murder upon the high seas.

We went, without any idea or expectation of conquest or of indemnity. Notwithstanding we have been called a nation of money-grabbers, there never has been a nation in all the world that went out to war with as pure, high and noble motives as did the United States of America, and the world owes America a debt it can never pay.

Now that the great war has been won and peace has been declared by all the nations of the world except ourselves, there remains a great responsibility resting upon us to reorganize our own country and at the same time do our just part in helping to prevent war and to maintain the peace for all mankind. We have taken such a great and prominent part in saving civilization that the whole world is looking to us for further guidance and help, and I have an abiding faith that in God's good time we will not fail to take the part that will continue to keep us in the foremost place of all the nations in maintaining the civilization and peace of the world.

Mountain Herald

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HOW MANY OF US ARE HELPING THE MOUNTAIN SCHOOLS PREPARE FOR THIS DAY?

"The time is surely coming when the people of Colonial and Puritan traditions will be needed to help save this country from those who seek her destruction. Now is the time to train these Anglo-Saxons of the Cumberlands against that day. What other reason could the all-wise God have for preserving them here all these years, a peculiar and God-fearing people, breathing the spirit of intense patriotism?"—*Mr. Charles N. Manning, Lexington Ky.*

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To develop Lincoln Memorial University and to foster the educational needs of the mountain people of the Central South

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NEW NEEDS AND NEW DEMANDS

About the middle of the year it is natural for us to survey our educational progress and our financial status. The educational progress this year has been very encouraging. The students are earnest, enthusiastic, and are making fundamental progress.

Most of our friends know that we are in the country and that the only places for students to stay are in the college buildings. It is natural enough that we should always be crowded and this year the pressure is a little stronger than usual and we have been driven to all sorts of plans and adjustments for those who came. Even then some are compelled to go away and many others who wish to come are simply waiting their turn and hoping for room in one way or another.

The Daughters of the American Revolution have been interested in completing the new Dormitory which will provide accommodation for 120 boys. It will require \$25,000.00 to finish and furnish this building and they have every prospect of raising the fund for this purpose. With their success will come the completion of the Dormitory for 120 additional boys, but then within a few weeks or a few months after the completion of the building, every room will be taken and we will simply have a little larger school and the same need as before.

Our sorest problem just now, however, is the need of means for current expenses. We always have unusual demands about this season of the year and the close times and the low price for

cotton have caused several students who have never before asked assistance, to request help of the school. They are worth while and the work is worth while, but it takes money, and I am now appealing to all our friends who can spare a little additional for the current expenses.

I cannot state the matter better than in a letter which has just come to us with a contribution of \$5.00 from a steadfast friend of the work who visited the place and spent some time in examining its possibilities.

"I visited your institution and was greatly impressed, first by the high scholarship and character of the faculty and second by the wonderful native ability of the student body. The boys and girls you have are those who want an education and want it badly enough to make sacrifices. If the rich people of this country knew of your institution and knew of its work they would be very glad to contribute enough to make it large enough to give every boy and girl in that section of the United States all the education that your University provides."

That is the situation and we need your help. Time sweeps on. Youth is earnest, enthusiastic and impatient. Education must come now for this tide will move on, and those who ought to have been students for this year will be all their days less than they might have been. America needs these sturdy boys and girls of the hills and needs them now and ours is the duty to care for them to-day.

THE TENNESSEE D. A. R. TO THE RESCUE

The flood tide of the pressure for admittance to Lincoln Memorial University came after the holidays, and every day brings new calls for places. A few days ago a neatly penned letter was received from an old student who left three years ago to serve his country. He wanted to come back, and his expression of appreciation for Lincoln Memorial University was truly gratifying. "Having been a student of L. M. U. I know what it is. It is a great school and a great home."

Could we refuse him? We found a place, just newly made, with two other college boys, and he is here to stay.

The other day two lads from a near-by mining town came in and wanted a place. They were boys who would have taken

some work in the Opportunity School. The Dean explained kindly that there was no place in our halls, but suggested two or three other possibilities. When the boys found nothing could be done one of them could not restrain himself but broke down and wept. He had courageously struck out from the shore on the big adventure of life, but all too soon had his little craft been shattered on the rocks.

Letter after letter which we write to people who inquire for places, saying that we have no more room, may bring about similar tragedies. It is not our wish; we want to throw open the doors and let every worthy student come. But our present accommodations have long been filled. Now and then a student drops out but five more are waiting to step in.

Is it any wonder that we are anxious to complete the new building that was started sometime ago but upon which work has been suspended because of lack of funds? We are deeply grateful for the magnanimous efforts of the Tennessee Daughters of the American Revolution to raise the \$25,000 to complete the Hall, and we are giving them every cooperation to insure a successful campaign.

Miss Mary Boyce Temple, the state regent of the Tennessee Daughters of the American Revolution, has devoted much time to the campaign and she is most anxious to have the work completed by early summer. She is actively assisted by Mrs. R. B. Parker, of Knoxville, who is spending her entire time in organizing and conducting campaigns for raising the various apportionments of the \$25,000 in the different parts of the the state.

This effort of the Tennessee Daughters is being made at a crucial time, and we are genuinely grateful for their activities. Their success in this enterprise will bring to Tennessee infinite returns in an educated citizenship, and it will be an achievement of which they may justly be proud in setting forward their program for patriotic education.

NATIONAL OFFICIALS VISIT THE UNIVERSITY

Mrs. George Maynard Minor, of Waterford, Connecticut, the president general of the National Society of the Daughters of the American Revolution, and Mrs. John L. Buel, state regent of the Connecticut Daughters, included Lincoln Memorial University

in their patriotic pilgrimage of inspection of schools which are doing distinctive educational work especially emphasized by their Society. They came to the University January 30th and spent the larger part of the day here, after having visited other schools in Tennessee, Georgia, and Florida. They will also visit some schools in North and South Carolina before they return to Washington, D. C. They were accompanied to Harrogate by Mrs. R. J. Yearwood, the state secretary of the Daughters of the American Revolution, and Miss Caroline Carpenter, the Dean of women of the University of Tennessee. Miss Mary Boyce Temple, the state regent for Tennessee, was in Washington and was therefore unable to be with the party.

Mrs. Minor and Mrs. Buel were much impressed with the character of the work at Lincoln Memorial University, and they commended the efforts of the Tennessee Daughters in raising the \$25,000 to complete the new dormitory at the University. Mrs. Minor said: "I saw Miss Temple in Washington recently. She is wonderfully interested in Lincoln Memorial University and the work which it is doing for the education of our best Americans. She is hoping that this effort of the Daughters will succeed, and the enterprise has my heartiest good wishes for a grand success."

The visiting officials of the Daughters of the American Revolution were taken to the Boone monument in the gap of the mountain which rises above the little village of Cumberland Gap. This marking was erected by the Daughters of Tennessee, Virginia, Kentucky, and North Carolina in 1916, in recognition of the path of Boone made in 1769. A little spot of ground in the gap, about twenty feet from the cornerstone of Kentucky, and Virginia, and about one quarter of a mile from the cornerstone of the three states, Tennessee, Kentucky and Virginia was deeded to the Society for the location of the marker and this was the second time that the spot had been visited by a president general. In pointing out the spot where centuries before Daniel Boone had passed, where the tides of war had ebbed and flowed in the sixties, and where for decades the stream of travel had passed along the old Wilderness Trail, President Hubbell remarked to Mrs. Minor: "You are now standing on your domain."

The party was driven to the University where they made a

hurried inspection of the industrial departments and some of the buildings. A luncheon was served quietly at Norton Hall by President and Mrs. Hubbell in honor of the guests.

After the luncheon, Mrs. Minor and Mrs. Buel spoke to a meeting of students and workers at the Auditorium. Mrs. Minor reviewed the history of the organization and told of the aims of the Society. In part she said:

"The first years of the organization were spent mostly in marking historical spots, celebrating occasions of importance in our history, and great events which should be called to the attention of the American people. But the Daughters of the American Revolution are not merely worshipers of ancestors, but they want to be of service in the present and the future. We have been endeavoring to make citizens of our newcomers and better citizens of our own Americans. We have distributed thousands of scholarships to different schools of the country. Our main object has been patriotic educational work and so we feel a great interest in the splendid work which is being carried on by this University. In addition to the patriotic work, we have lately been stressing the education of foreigners.

"We are taking up three things this year as our special purpose:

1. We are publishing a manual for immigrants which will contain the constitution of the United States and a little digest of some of the fundamental laws of the country in understandable form for immigrants, printed in several different languages. These will be distributed to immigrants at Ellis Island, and other ports of debarkation, and perhaps on incoming ships before they reach port.

2. It is our aim to honor the Pilgrims this year, in recognition of the 300th anniversary of their landing. We hope especially to bring attention to the Pilgrim Mothers who braved the same hardships as the Pilgrim Fathers, but who have been almost forgotten in the prestige which has been given the Fathers.

3. We wish also to present a painting through our Government to the War Museum of Paris. Each nation joining with the Allies in the War are to furnish a room in this Museum with relics typical of that nation's part in the war. In the center of the room a miniature Pershing locomotive will be located, made by the Bald-

win locomotive works at a cost of \$18,000. Liberty motors, replicas of guns, and other instruments of war, presenting every phase of the part played by the United States will be placed in the room. On the walls will be paintings of various kinds, one representing a cantonment, another a Salvation Army hut, another a section of trenches. The Government has asked that the Daughters of the American Revolution give a painting of a convoy of troop ships on the way to France. One of the best marine artists in the country will be employed for this painting.

"There never was a time when our country needs more honest, patriotic service than today, greater even than during the war. Then we knew our dangers, but now the problems are hidden out of sight and we Americans are not alive to them. Radical doctrines have spread themselves in the East and North and are assailing the very foundations of our Government. Their influences are menacing our civilization and we must rise up in defense against them. Education is one of the best corrective measures of this radical tendency."

In speaking of the work of Lincoln Memorial, Mrs. Minor advocated state and federal aid for such private institutions. She said: "The thing that strikes me about Lincoln Memorial University is the practical work which it is doing. It seems to me that the Opportunity School is a unique and interesting branch of the work which is extremely valuable. It is a shame that an Institution like this cannot have a definite income, and I want to see the women of the country use more influence to bring about Federal and State aid for such Institutions. I am not sure just how this aid could be given without destroying the unique character of such schools as Lincoln Memorial University, but perhaps it could be distributed by the state through a liberal-minded supervisor who is in sympathy with the work."

Mrs. Buel spoke briefly of her appreciation for the work which Lincoln Memorial University is doing, protecting as it does our civilization from the destructive doctrines that are being taught throughout the country. She said that in the hands of the youth of the Appalachians lies the salvation of our country. She closed with a most fitting quotation, the inscription on the monument to Governor Bradford at Plymouth: "Do not basely relinquish what the fathers with difficulty attained."

EXTENSION WORK BY AGRICULTURAL CLUB

Team of Three Speakers Addresses Farmers' Union
in "Lonesome Valley."

The Agricultural Club, only a few weeks old, has already begun to make itself known in Claiborne county. On New Year's Day, a team of three speakers, composed of Russell Campbell, M. O. Worthington, and L. E. McHenry, addressed a large audience of farmers, who were highly entertained and instructed by our boys. The meeting was arranged by Luther Mayes, a resident of the valley and a junior in the agricultural course. The little chapel was packed to the doors and the farmers paid the closest attention to each speaker.

Mr. McHenry opened the meeting with "The Forward Movement in Education," in which he demonstrated that the rural school should educate its boys and girls to love the farm and country life, and should interest both the boys and girls in making country life brighter and happier. "The country boy," said Mr. McHenry, "should choose for his helpmeet the girl who is interested in farming and who will help make the farm home happy." He stated also that the country school teacher could easily teach the boys and girls the new methods of testing corn, splicing rope and other simple and useful farm practices.

Following Mr. McHenry's fine talk, came Russell Campbell, whose lecture on "Crop Rotation" presented a strong appeal for proper soil treatment and crop rotation. Mr. Campbell clearly showed that it was necessary to grow such crops as soy beans, red clover and other legumes in order to maintain soil nitrogen, and explained several rotation systems well adapted to conditions in this county. The farmers were intensely interested in the plan for increased income and increased efficiency on the farm.

The last speaker, Mr. Worthington, held the audience for over an hour on the interesting topic, "How to Improve the Corn Crop." He clearly explained the best methods of testing, selecting, and storing seed corn, and in a very entertaining way told how the corn crop may be improved by the ear-to-row test, the multiplying plot and the breeding plot. Mr. Worthington's splen-

did talk reflected great credit on the agricultural department of Lincoln Memorial University.

In a few well chosen words, Mr. Luther Mayes told of the work of the agricultural department at L. M. U., and closed by inviting the audience to question the speakers on any agricultural subject.

This invitation was at once accepted and for many minutes the speakers withstood a volley of questions which tended to bring out the really practical value of the knowledge the young men have gained in school. The discussion was animated, and both the speakers and the farmers gained information through this means.

At the close of the meeting the Farmers' Union, through its chief, expressed its gratitude to the agricultural students for their splendid work, and advised the farmers to show their appreciation by putting into practice the facts acquired. The boys were royally entertained and returned with glowing accounts of the hospitality and the fine country dinners encountered in Lonesome Valley. This type of extension work not only favorably advertises our school, but provides for the agricultural students experience which later some of them will put to good use in county agent work or in Smith-Hughes teaching.—From the Blue and Gray, the student paper of Lincoln Memorial University.

SUNDAY SCHOOL WORK IN CLAIBORNE COUNTY

The field for social and religious work among the people of the communities near the University is limitless, and many members of the faculty and student body have found great delight in making regular visits to many rural points and in taking part in the religious exercises.

The work of the Claiborne County Sunday School Association centers in Mr. Robert L. Kincaid, the Secretary of the University. He has visited every principal community in the interest of Sunday School work, and he has been assisted at times in holding district and county conventions by various members of the faculty and workers and this has brought about a splendid relationship with the people of the different communities. Prominent among these workers are Professors Ford, J. M. Nicholson, Foss Smith,

J. H. Moore and Alfred Baldwin. Two ministerial students, Mr. A. T. Dawless and Mr. Landon C. Peoples, have also been active workers, not only in their own pastorates, but also whenever called upon for assistance.

The twelfth annual Claiborne County Sunday School convention was held December 21 at New Tazewell. Rev. H. L. Walker, the general secretary of the Tennessee Sunday School Association, was present and took an active part in all discussions for the betterment of the Sunday Schools in the County. The principal purpose of the meeting was to effect plans for the promotion of work in 1921. Mr. Robert L. Kincaid was elected president of the county organization and he is to be assisted by a strong corps of workers from various parts of the county.

During this convention, the blue star was pinned on Claiborne County on the state Sunday School map, which signifies that the county has been rated as a banner Sunday School county. Enthusiastic plans were made to place Claiborne on the Gold Star list next year.

A vigorous campaign for "Everybody in Sunday School" will be initiated about the middle of February and continued for six weeks. This will be actively promoted by every evergreen Sunday School and every church in the county, and a wholesome advancement in effective Sunday School work is expected. It is hoped that the attendance in the Sunday Schools will be doubled, and that the number of evergreen Sunday Schools will also be greatly increased.

"THERE'S OLD SPENCE! STICK TO IT, OLD BOY!"

The Story of Arley N. Spence, the Principal of the Commercial Department

In the spring of 1916 at Cumberland Gap, Tennessee, I got off the first railroad train on which I had ever ridden. There was no one at the station to meet me for I had not thought to advise any one of my coming.

I began to inquire my way to L. M. U. and within an hour I, as a timid little country boy, carrying a heavy suit-case and dressed in a new pair of overalls, stepped as one in a dream through the gates of Lincoln Memorial University. I was then

sixteen years old and it was my first experience in staying away from home for any length of time.

I went to what I later learned was Carnegie Hall and was standing there with a troubled feeling, wondering what to do next when a tall, manly young fellow seeing my plight and knowing that I needed a friend, left his work and came to my assistance. I told him that I had come here to go to school and asked him if he would please put me in touch with the proper person to see in regard to entering. He knew better than I what I wanted and within an instant he had taken my suit case and I was following him across the campus to the boys' dormitory. The bell had rung for noon and all the students were hurrying from the different classrooms to the dormitories. It was my first glimpse of college life and as we walked among the groups of students I began to wonder if I could ever become one of them and if there were any out of all the mass who would look kindly upon me and be my friends.

When he had found the dean of the hall for me my new friend left me and I met other students who took me into the dining hall to get something to eat.

Then came the afternoon. All the boys went to work and it seemed to me that the hall was deserted. I had no way to occupy the long hours and I began to feel lonely. For the first time it began to dawn upon me that it would be a hard fight to give up the quiet, peaceful life of the old home and to battle my way into this new field and to meet the many new and strange conditions that I was being subjected to. I became homesick and regretted the day that I had decided to go into the world and try to get an education. But, however dark the future looked, I was determined not to turn back. My boat had been launched and I was being swept on with the current.

I went to the Assistant Treasurer's office to discuss financial matters and was told that I only had enough money to last a short time and that I was young to try to work my way through school. Nothing was said to discourage me but the proposition was put before me in a business way. If I deposited what money I had it would pay my expenses until the first of the month and by that time I must earn a certain sum in order to continue as a student.

I at once began to seek work. I asked this official and that if he had any work that I could do, telling him that I had come to go to school and must work my way. One and then another told me that their work was of such a nature that I could not do it or that they had all the help they could use.

But the next day I got a job on the Farm. My first task was to help saw wood. At last I had a touch of the farm life that I had been accustomed to and I began to feel more at home. I had sawed wood before. Of course, I had not used a steam driven saw where it kept one man busy to clear away the finished product, but when I handled the familiar logs and blocks, heard the peculiar hum of the saw as it ate its way into the soft wood and had for my companions men with beard on their faces and the marks of toil on their hands I became more satisfied with my lot.

It was a week until the new term began and I worked every day and soon found friends and helpers in my companions on the farm. When I entered school I was surprised to discover that the grown men with whom I had been working were also students and that they were the leaders in the student activities. They were here for the same purpose as I and were still my friends and were willing to do anything they could to help me.

I stayed in school for some time, working on the farm outside of school hours. On the farm I learned the scientific ways of feeding and caring for stock, the importance of sanitation in and around the buildings, and the time to plant, how to cultivate and when to harvest the different crops that were grown. In fact I learned to do every kind of farm work except to milk the cows. I think I had my mind made up on that subject before I left home.

I found that I was not alone in my strange and new work, for there were many more students in my classes and with me on the farm who had the same difficulties to overcome that I was confronted with. We learned to work together and in our daily tasks we came to love our work and to love the school that gave us an opportunity to get ahead in the world.

Since those days the name L. M. U. has occupied a big place in my heart and so shall it always be. When I am away there is ever that feeling of interest and a longing to return which is somewhat similar to homesickness. I have been here nearly five years.

When I was employed by President Hubbell I came to real-

ize more fully what L. M. U. is and for what it stands. I saw the noble ideals, hopes and plans of its president and came to know more fully what L. M. U. has done, is doing and hopes to do for the worthy boys and girls who come here to seek knowledge. I have now seen Lincoln Memorial University from the view-point of a student, of a worker and of a teacher, and more and more each day do I appreciate the opportunities it is offering. To know that they are appreciated by others, one only has to look upon this student body in its earnestness and loyalty.

I have not worked for all my expenses while at L. M. U. I do not claim to have been so industrious and enterprising. But that which did not come from my own efforts, my parents toiled for on the hills of the old home farm in order that I might succeed. I have not accomplished yet what they hope of me. I have as yet, done no great things or achieved no great success, but I have come a long ways from where I started. The old students and workers who come back see me and say, "There's old Spence still here," and they tell me how I looked and acted when I first came. Then after a good laugh they take my hand or slap my shoulder and say, "Stick to it, old boy!"

I do not regret that it cost me a great effort to make my way in school. I do not regret that there are hundreds and hundreds of other boys and girls in the mountains who have no other way to get an education than to work their own way through school. I only regret that Lincoln Memorial, for lack of room and funds cannot offer to every boy and to every girl in the country the same opportunity that it offered me.

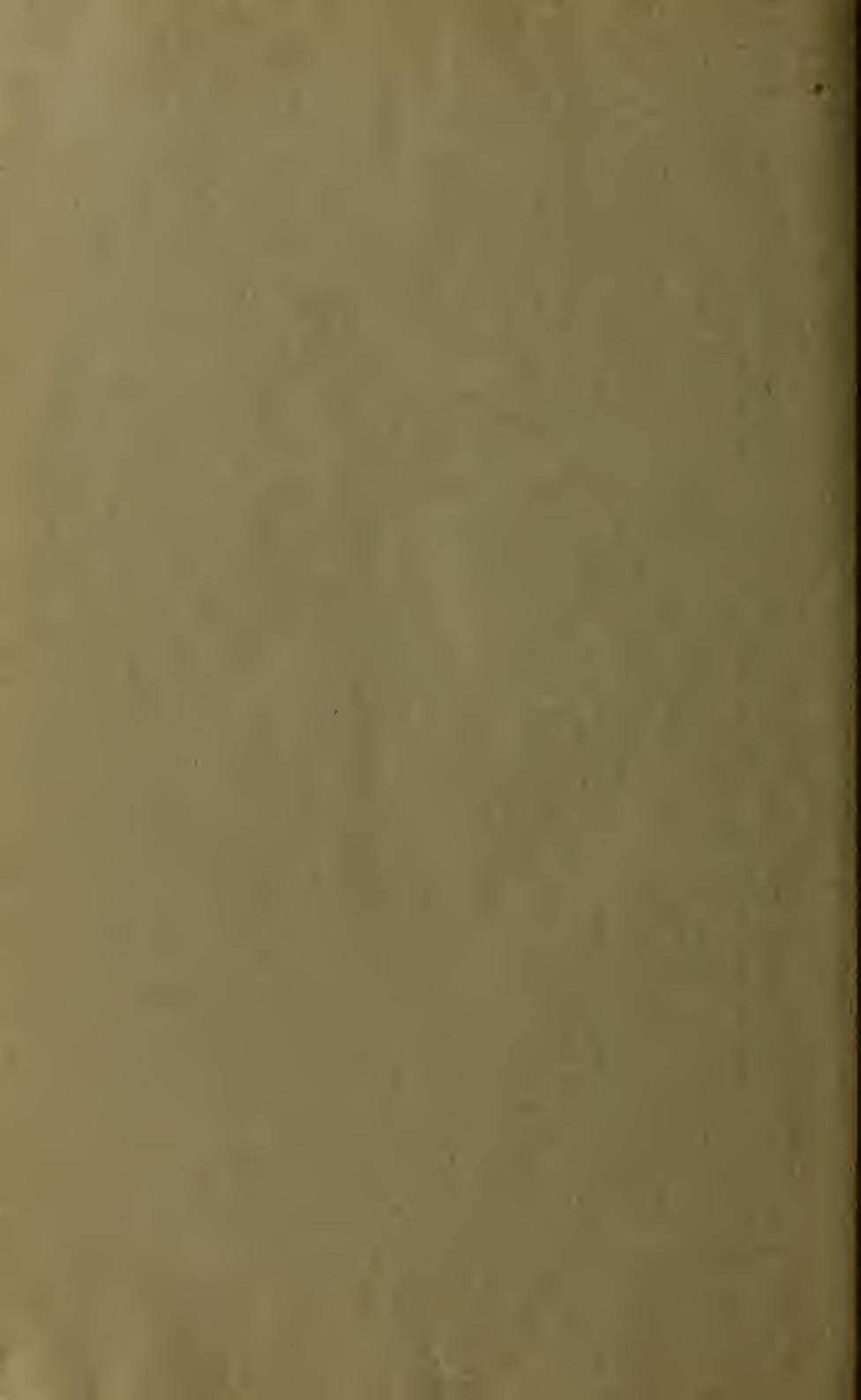
Now as I look into the faces of my fellow students it is not a future president of the United States that I see. Likely enough he or she is here, but that is not the big thing about L. M. U. As I look upon my companions and friends I see five hundred young people, boys and girls—who will be just a little bigger and a little better for having been at Lincoln Memorial University. They will go out into the world with enough of the spirit of our Immortal Lincoln instilled into their hearts and souls to make them better and more worthy citizens. They will have a little more vision, a little larger outlook on life and a greater love for God, for their country and for their fellowmen.

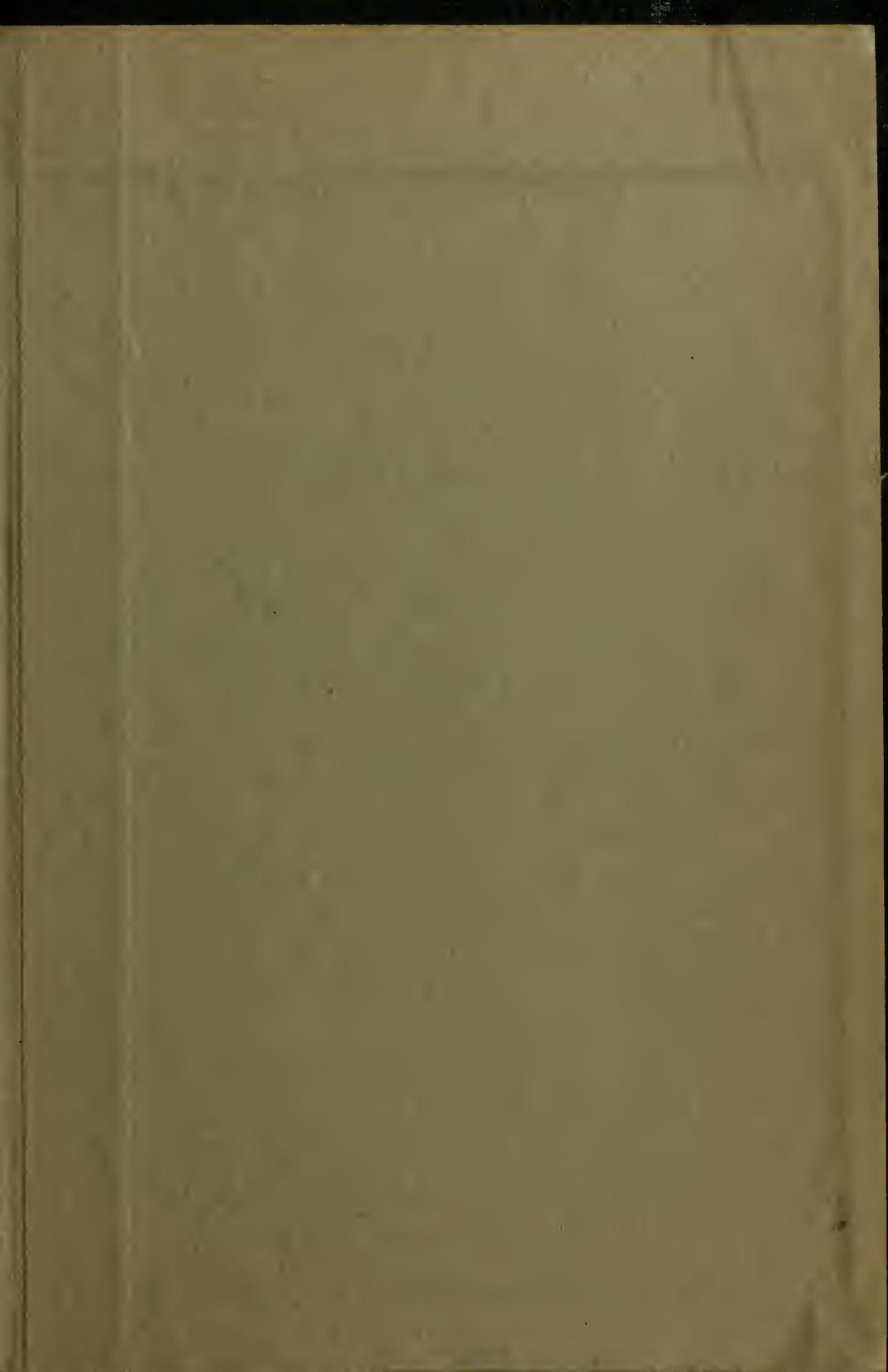
That is what L. M. U. means to me—to us.

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